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ABSTRACT

The survey by the UNESCO secretariat on the equality of access of girls and women to education in the context of rural development forms the basis of this report. A questionnaire (Annex I) was sent to all Member States and associate members of UNESCO. Replies from fifty-six countries were considered, with 45 detailed replies furnishing the main data for the report. The first part describes characteristics of rural areas, size of their population, and the reasons, scope, and impact of the exodus of women to towns and urban areas. A description of the present situation with respect to the unequal access to education of girls and women in rural areas follows and includes characteristics of educational systems, opportunities and difficulties encountered. The essential factors of rural development and the extent of women's role in this process (activities engaged in and employment opportunities depending on the level of training) form the third part of the report. In conclusion, the replies received make it possible to pick out certain features of the various countries' policies for the advancement of rural women. (Annex II contains a summary of replies from non-governmental organizations). (SJM)

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STUDY ON THE EQUALITY OF ACCESS OF GIRLS AND WOMEN TO EDUCATION IN THE CONTEXT OF RURAL DEVELOPMENT

Report prepared by the United Nations Educational, Scientific and Cultural Organization

The Secretary-General has the honour to transmit to the Commission on the Status of Women the attached report, prepared by the United Nations Educational, Scientific and Cultural Organization, in accordance with resolution 12 (XX), adopted by the Commission on 2 March 1967, at its twentieth session.

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EQUALITY OF ACCESS OF GIRLS AND WOMEN TO EDUCATION IN THE CONTEXT OF RURAL DEVELOPMENT

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II. Study of the equality of access of girls and women to education in the context of rural development: summary of replies from non-governmental organizations in consultative relations with UNESCO

INTRODUCTION

In a rapidly changing world, the impetus of development accentuates existing disparities. Thus, there is an ever-widening gap between industrialized and developing countries, between developed and disadvantaged regions, between urban areas - which polarize the efforts of the centres of decision, siphon off the greater share of available financial resources and, in their spectacular transformation, embody the results of progress - and rural areas - which, despite the improvements being made there and the expansion of distance-reducing communication and information media, are still isolated and stagnant.

Awareness of this state of affairs has stimulated reflection on ways and means of achieving integrated development. Indeed, industrialization and agricultural modernization, socio-economic structural change and rural development may constitute complementary objectives in the planning of material and human resources. Such an approach would lead to a gradual reduction in inequalities and an equitable redistribution of opportunities between the various groups. From this point of view, a particular effort would be necessary, particularly in respect of rural areas and the people who live in and develop them: "The ultimate criterion by which any system will be judged is the extent to which it is producing educated and trained men and women in the numbers required and with the appropriate attitudes, skills and enterprises needed for the total process of a changing and developing rural society." 1/

Does this mean that equality of access of rural women to education can easily be achieved? Women's contribution to development and their right to education seem to be widely recognized. There is, however, a gap between word and deed which must be filled: "Women ... can be powerful agents for change in agriculture. This enormous potential is being increasingly recognized but much conservatism still bars the way to equal educational opportunities for men and women." 2/

While examining UNESCO's report on the access of women to out-of-school education, at its fourteenth session (1960), the Commission on the Status of Women noted that women in rural areas encountered particular difficulties. The Commission therefore requested UNESCO to submit to it, at a subsequent session, a report on education for women in rural areas. 3/

1/ World Conference on Agricultural Education and Training, Copenhagen, 1970, FAO-UNESCO-ILO Report, RU/AET/70/Vol.I, p. 65.

2/ Ibid., p. 104.

3/ See Official Records of the Economic and Social Council, Thirtieth Session, Supplement No. 7 (E/3360), resolution 10 (XIV).

To that end, the Secretariat undertook a survey on the access of girls and women to education in rural areas and submitted a report thereon to the Commission on the Status of Women at its seventeenth session (1963).

The topicality of the problem of the education of girls and women in rural areas, the interest the report aroused in the Commission on the Status of Women and among non-governmental organizations, the Economic and Social Council's concern to draw the attention of Member States and of international, intergovernmental and non-governmental organizations to the question by its resolution 961 D (XXXVI) of 12 July 1963 led the UNESCO secretariat to undertake, as a follow-up to the reports on the access of women to education it regularly submits to the Commission on the Status of Women, 1/ a survey on the equality of access of girls and women to education in the context of rural development, the results of which form the basis of this report.

In order to determine the prevailing situation, a questionnaire (annex I) was sent to all Member States and associate members of UNESCO.

By mid-November 1971, 56 replies had been received from 53 Member States and three Non-Self-Governing Territories. 2/

1/ Access to out-of-school education, to primary, secondary and higher education, to education of women in rural areas, to the teaching profession, to technical and vocational education, to literacy and a study on co-education.

2/ (a) Member States

AFRICA: Algeria, Burundi, Cameroon, Dahomey, Gabon, Ivory Coast, Kenya, Madagascar, Niger, Nigeria, People's Republic of the Congo, Sierra Leone, Sudan, Tanzania.

NORTH AMERICA: Barbados, Canada, Costa Rica, Cuba, Dominican Republic, Guatemala, United States of America.

SOUTH AMERICA: Argentina, Colombia, Paraguay, Venezuela.

ASIA: Ceylon, Cyprus, India, Iran, Iraq, Jordan, Kuwait, Laos, Republic of Korea, Singapore, Syrian Arab Republic, Thailand, Turkey.

EUROPE: Bulgaria, Czechoslovakia, Denmark, Federal Republic of Germany, Finland, France, Greece, Italy, Malta, Netherlands, Norway, Poland, Spain, Switzerland, United Kingdom.

(b) Non-Self-Governing Territories

Territories under United Kingdom administration:

NORTH AMERICA: Virgin Islands

SOUTH AMERICA: Falkland Islands

Territories under Franco-British administration:

OCEANIA: New Hebrides

The classification of countries by geographical region is that used in the UNESCO Statistical Yearbook (1970), which follows the practice of the United Nations Statistical Yearbook.

Eleven States and Territories 1/ replied that to a large extent the questionnaire was not relevant to conditions in their country. In the case of some of them (Barbados, Kuwait, Singapore, British Virgin Islands), the distinction between urban and rural areas does not apply. In the case of others (Denmark, Netherlands, Norway, United Kingdom, New Hebrides), the questions are not relevant to their level of development and to their rural development problems in particular. Some of the negative replies (Barbados, Costa Rica, Denmark, Netherlands) also stem from the fact that there is already equality of access to education for the population as a whole, without distinction as to sex or place of residence. 2/

The present report is based mainly on the 45 detailed replies to the questionnaire. All 56 countries were taken into consideration when compiling the data used in the various statistical tables.

In the first part, the report attempts to describe the characteristics of rural areas, the size of their population and the reasons for and the scope and impact of the exodus from the countryside, particularly in so far as women are concerned.

There follows a description of the present situation (characteristics of educational systems, opportunities and difficulties encountered) with respect to the access to education of girls and women in rural areas.

The essential factors of rural development and the extent of women's role in this process (activities engaged in and employment opportunities depending on the level of training) form the third part of the report.

In conclusion, the education of women for rural development, their place in literacy and agricultural education and training programmes make it possible to pick out certain features of the various countries' policies for the advancement of rural women, as they appear from the replies received.

1/ Those countries whose names are underlined in the preceding foot-note.

2/ Some of these countries supply statistical data on their achievements in the field of education. In its reply, Barbados points out, inter alia, that the degree of literacy in the country is from 96 to 98 per cent. The percentage of girls attending primary and secondary schools is almost 50 per cent of the total number of children at school. In Costa Rica's reply, achievements in rural education are illustrated by the curricula of two types of establishment for the training of rural supervisory staff.

In its reply, Denmark touches on a special aspect of the consequences of rural development on the educational system: as agricultural mechanization accelerates the exodus from the countryside, a new need becomes apparent, namely, the need to retrain the agricultural population for work in the industrial sector.

I. RURAL AREAS

1. Definition of the rural area

The definition of the rural area varies from country to country and in some countries it may even vary from one census to another. United Nations demographic statistics show that international standardization in this field would be extremely difficult.

All but one of the countries which replied give their own definition, based on one or more criteria. The economic criterion is the most widespread; it is used by 23 countries. 1/ Seven of these 2/ characterize the rural areas simply by the method of production, while the remaining 16 complete the description of the specific economic activities of rural populations (agriculture, animal husbandry, fishing and sometimes crafts) by referring to other factors, mostly demographic, 3/ but also administrative, social and geographical. Some countries 4/ feel that rural areas can be characterized by demographic criteria alone; others prefer to give a more complex definition. In all, 21 5/ countries refer to demographic criteria: low concentration of housing, agglomerations of not more than a given number of inhabitants, the figure set as the upper limit varying from country to country (10,000 in Syria, 5,000 in Cameroon, the Sudan, India and Japan; 3,000 in Paraguay, 2,500 in the United States, 2,000 in Argentina, 1,500 in Colombia, 1,000 in Venezuela). The reply of France states, "an administrative district is classified as rural when its principal agglomeration has under 2,000 inhabitants or when, although there may be 2-5,000 inhabitants living in agglomerations in the district, its population growth is lower than normal". Niger too uses the rate of population growth as a criterion.

Guatemala, Ceylon, Cyprus, Jordan, Turkey and Finland define rural areas simply on the basis of administrative criteria; these criteria are also taken into consideration, together with other factors, in Laos, the Sudan and Paraguay.

Nigeria, Tanzania, Paraguay, India and Thailand also mention the shortage of medical and social facilities as a characteristic of rural areas.

Burundi and Iraq point out that traditionalism is a specific characteristic of rural populations.

1/ Burundi, Cameroon, Dahomey, Gabon, Kenya, Madagascar, Niger, Nigeria, People's Republic of the Congo, Sierra Leone; Colombia; India, Iraq, Laos, Republic of Korea, Thailand; Bulgaria, Czechoslovakia, Greece, Malta, Poland, Spain, Switzerland.

2/ Those underlined with a continuous line in foot-note 1/.

3/ Those underlined with a dotted line in foot-note 1/.

4/ Those underlined in the following foot-note.

5/ Cameroon, Gabon, Kenya, Niger, People's Republic of the Congo, Sudan; Canada, Dominican Republic, United States; Argentina, Colombia, Paraguay, Venezuela; India, Iran, Syrian Arab Republic; Czechoslovakia, Federal Republic of Germany, France, Poland, Switzerland.

The Ivory Coast is working on a plan to restructure its territory; there will be no "rural areas" but "rural districts" containing an agglomeration of 10,000 inhabitants served and polarized by villages serving as centres.

Italy explains the method by which administrative districts are classified. "The Central Italian Institute of Statistics classifies Italian administrative districts into six types according to an 'urban-rural continuum'. Districts are classified as urban or rural according to the characteristics of the district itself.

These characteristics relate to: "(a) working population, (b) level of education of all inhabitants over 14 years of age, (c) population of the main town of the district and (d) infrastructure".

India's description of a rural area is an illustration of a definition that takes several criteria into account: "Rural areas are those areas where:

"(a) the density of population is under 1,000 per square mile;

(b) the population of each unit of habitation is not more than 5,000;

(c) where three quarters of the occupations of the working population are agricultural, and

(d) where there are no newly founded industrial areas, large housing settlements or places of tourist importance which have been recently served with civic amenities".

As to the Falkland Islands, it is considered an entirely rural area since the largest agglomeration does not exceed 1,200 inhabitants.

2. Size of rural populations

Although, given the diversity of their situation, the different countries' definitions of a "rural area" are not strictly comparable, it is nevertheless true that, according to the estimates of the United Nations Population Division, 1/ 62.6 per cent of the world's population lived in these ill-defined areas in 1970.

The following table gives a breakdown of countries according to the size of their rural population; in half these cases the rural population constitutes over 60 per cent of the total population. It will be seen that this breakdown illustrates the situation in the various regions: in Africa and Asia the rural population usually makes up over 80 per cent of the population; in the Middle East, with the exception of Iraq, the rural population constitutes 50 to 80 per cent of the population; in European countries, with the exception of the Federal Republic of Germany, the rural population constitutes less than 60 per cent of the population; the two most advanced countries of North America, Canada and the United States, are among the most urbanized nations. As to the other countries of the Americas, both North and South, in this respect they show a very wide range of situations which is not entirely unrelated to the different demographic criteria adopted in each case.

1/ United Nations Monthly Bulletin of Statistics, November 1971, p. xxxvi.

Breakdown of countries according to percentage of rural population

Member State or Associate Member	Percentage of rural population			
	under 40	40 to 60	60 to 80	over 80
AFRICA			Algeria Cameroon Gabon People's Republic of the Congo	Burundi Dahomey Kenya Madagascar Nigeria Sudan Tanzania
NORTH AMERICA	Canada United States	Cuba	Costa Rica Dominican Republic Guatemala	Barbados
SOUTH AMERICA	Argentina Venezuela	Colombia	Paraguay	
ASIA		Iran Iraq Jordan	Cyprus Kuwait Republic of Korea Syrian Arab Republic Turkey	Ceylon India Laos Thailand
EUROPE	France Malta Netherlands United Kingdom/ England and Wales United Kingdom/ Scotland	Bulgaria Czechoslovakia Denmark Finland Greece Italy Norway Poland Spain Switzerland United Kingdom/ Northern Ireland	Federal Republic of Germany	

/...

If, in addition, we examine the breakdown of the rural population according to sex, we see that, as a rule, in America and Europe, more men than women stay in the countryside, whereas in Africa and Asia men outnumber women in the towns and the women are frequently left to do the agricultural work.

3. The exodus from the countryside

(a) A consequence of economic development

In a number of countries the exodus from the countryside, which is a universal and irreversible phenomenon, seems to be a natural consequence of economic development.

Thus, in the case of 15 1/ countries which replied to the inquiry, the migration of people from the countryside to the towns does not seem to constitute an obstacle to rural development. India states that, following the mechanization of agriculture, the need for manpower in rural areas has lessened. In Canada there is a two-way migration: towards the towns, on the one hand, and, on the other, towards the rural areas where there is lumbering, mining and so on.

(b) Impact on rural development

Twenty-seven of the replies 2/ mention the exodus of the rural population towards the towns as a serious obstacle to rural development.

In Laos the exodus is an obstacle to development but not a particularly serious one, since it is a consequence of that country's special situation. In its reply Laos refers to the refugee problem and to the lack of security in the countryside.

The countries that mention the impact of the exodus from the countryside on their development note, on the one hand, its selective nature - it is generally the best elements of the rural population who migrate - and, on the other, the resulting labour shortage.

1/ Burundi; Canada; Paraguay; Ceylon, Cyprus, India, Iran, Turkey; Bulgaria, Federal Republic of Germany, Greece, Malta, Poland, Switzerland; the Falkland Islands.

2/ Cameroon, Dahomey, Gabon, Ivory Coast, Kenya, Madagascar, Niger, Nigeria, People's Republic of the Congo, Sierra Leone, Sudan, Tanzania; Dominican Republic, Guatemala; Argentina, Colombia, Venezuela; Iraq, Jordan, Republic of Korea, Syrian Arab Republic, Thailand; Czechoslovakia, Finland, France, Italy, Spain.

- Selective exodus

"It is generally the most dynamic people who leave the rural areas" (Cameroon); "the countryside is being stripped of able-bodied people" (Dahomey); "the strong and fairly educated form the bulk of migrants" (Sierra Leone); "the educated" (Jordan); "the skilled" (Thailand); "the young, including the most enterprising and capable" (France).

In all, 18 replies 1/ refer to that aspect of the exodus from the countryside.

This exodus sometimes results in demographic imbalances in the affected regions: "Unequal distribution of the population by age and sex" in the People's Republic of the Congo, "masculine celibacy" in France owing to the departure of the women, and changes in the distribution of the population by age in Czechoslovakia.

Thus the rural areas are deprived of people "who could help promote development" (Cameroon). Sierra Leone emphasizes that it is precisely the people who have the skills needed to develop the rural areas who migrate. Sudan emphasizes an important aspect of selective depopulation, "Lack of community leadership due to the drain of educated people who seek better wages in towns." Guatemala points out that those who leave "in search of better prospects" and manage to obtain a position are lost for rural development, since they lose the very qualities which could be used for that development. It is the ones with the most initiative who leave (United States).

Those who remain, generally the less educated (United States, Republic of Korea), often the illiterate (Sudan), generally the oldest, have greater difficulty in assuming responsibility for the changes which are essential if rural country areas are to evolve rapidly, since their ancestral habits have a greater hold on them. They "care little about progress" (Dahomey) and they "do not care how uneconomically their farms are being run" (Kenya).

- Labour shortage

The labour shortage resulting from the exodus from the countryside often leads to a drop in productivity; this is mentioned by 21 countries. 2/ The Sudan remarks that the drop in productivity is due to the migration of skilled workers.

1/ Cameroon, Dahomey, Gabon, Nigeria, People's Republic of the Congo, Sierra Leone, Sudan; United States; Argentina, Venezuela; Jordan, Republic of Korea, Thailand, Turkey; Finland, France, Italy, Spain.

2/ Cameroon, Dahomey, Ivory Coast, Kenya, Madagascar, Nigeria, People's Republic of the Congo, Sierra Leone, Sudan, Tanzania; Dominican Republic; United States; Argentina, Colombia; Iraq, Republic of Korea, Syrian Arab Republic, Thailand; Czechoslovakia, Finland, Spain.

The Syrian Arab Republic points out a complementary aspect of the movement of rural labour, namely, the "flow of capital and skills towards the towns".

Finland states that the productive part of the population moves out, resulting in inadequate exploitation of natural resources, unfavourable economic development accompanied by increasing expenditure on social welfare.

Nigeria too mentions the many consequences of the exodus from the countryside: "Commerce decreases, land is left fallow, homes deserted and left in ruins. Attention is paid to places of denser population by both Government and private enterprises."

Since the rural population is becoming more and more scattered it is becoming increasingly difficult to organize the various public services (transport, education, health) and the cost of these services is rising (United States, Guatemala).

Guatemala describes two kinds of internal migration taking place in that country: "the major exodus" (from the high plateaux towards the coast) of temporary workers who come and go periodically and the "minor exodus" (from the countryside to the towns) of persons who settle in the towns; it is noted that, in addition to the problems the exodus causes for the people who remain in the countryside, the large groups of temporary workers are deprived of public services owing to their constant coming and going.

Other unfortunate consequences of the exodus from the countryside are presented in certain replies: France mentions "the transformation of certain rural areas into the 'dormitories' of industrial agglomerations".

Jordan deplores the fact that "people sent on scholarships refuse to return to serve in their villages although the terms of their scholarship contract specify that clearly".

On the whole, the countries most affected by the exodus from the countryside mention their anxiety at this phenomenon so fraught with consequences. In that connexion the Ivory Coast's reply is significant: "The exodus is of disturbing proportions: from 1960 to 1965 17,000 persons migrated yearly from the countryside to the towns; from 1965 to 1970 the figure rose to 30,000 and in 1975 it will top 50,000. At this rate the 'rural districts' will soon be empty and implementation of certain rural development operations may encounter serious difficulties."

(c) Behaviour of women

- Extent of the exodus of women from the countryside

For the great majority of countries 1/ the exodus from the countryside does not affect women more particularly than men, although women are just as much involved as men.

In Madagascar, Tanzania, the Dominican Republic, the United States and France more women than men leave the countryside.

In Czechoslovakia the situation is more complex, for there, in regions close to the major centres of heavy industry, the number of men leaving the land is higher than the number of women whereas in regions far from industrial centres the opposite is true. These migratory movements are therefore caused by different forces: for men the force involved is the attraction of the industrial centres, whereas for women it is the desire to flee the countryside.

- Reasons for the exodus of women from the countryside

There are many reasons why girls and women leave rural areas for the towns; the most common being their low income or the lack of employment opportunities which encourage them to leave in search of work. 2/

Industrial posts attract rural women in Bulgaria and Czechoslovakia. Teaching and public health posts lead Jordanian women to leave the countryside. Among the reasons for the exodus of women from the countryside in the Federal Republic of Germany and Switzerland are the attractions of regular working hours in the towns and week-end rest days.

The United States reply refers to the exodus from the countryside as a result of labour market developments (decline in employment opportunities in agriculture and light industry, merging of farms into larger units and simultaneous increase in employment opportunities in the towns).

Rural girls and women in Guatemala go to the towns to seek employment suited to their qualifications: domestic work for the illiterate, commerce and industry

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1/ Burundi, Cameroon, Gabon, Ivory Coast, Kenya, Niger, Nigeria, Sierra Leone, Sudan; Canada, Guatemala; Ceylon, Cyprus, India, Iran, Iraq, Jordan, Laos, Republic of Korea, Syrian Arab Republic, Thailand, Turkey; Bulgaria, Federal Republic of Germany, Finland, Greece, Italy, Malta, Poland, Spain, Switzerland; the Falkland Islands.

2/ Thirty-two countries gave these reasons in their replies: Burundi, Cameroon, Dahomey, Gabon, Ivory Coast, Kenya, Niger, Nigeria, Sierra Leone, Sudan, Tanzania; Canada, Guatemala, United States; Argentina, Colombia, Venezuela; Cyprus, India, Iran, Jordan, Republic of Korea, Syrian Arab Republic, Thailand, Turkey; Czechoslovakia, Federal Republic of Germany, Finland, France ("low and uncertain income"), Greece, Italy, Spain.

for those who know how to read and write (52 per cent of industrial workers in the capital are immigrants, according to an official survey), government services for those who manage to complete their training.

In several countries, the discomforts of the rural areas or the attraction of urban comforts influence women in their decision to emigrate. 1/ Spain's reply refers to the lack of telephones, water and drainage in many cases. The Syrian Arab Republic mentions the absence of essential living conditions: water, electricity, social services.

It is not only the living conditions that are at fault in the countryside; working conditions are equally bad (according to Madagascar's reply, modern equipment is lacking) and this is another reason why girls and women leave in search of more agreeable employment. 2/

A strong motive for rural girls to leave for the towns is the desire to obtain an education: to study or become an apprentice, thereby improving their chances of advancement. Since rural areas are generally underprivileged with regard to schooling, girls wishing to improve their standards frequently have no alternative but to emigrate. 3/ In the Ivory Coast, 43.3 per cent of migrants want to learn a trade and 25.4 per cent want to study.

Switzerland cites "the opportunity to improve one's skills and make progress, which is open to all persons with a modicum of ambition and character" among the major reasons for the exodus of women.

The lack of adequate social and cultural infrastructure and the restricted leisure activities available in the countryside are additional reasons for girls to leave for urban areas. 4/

The exodus of women from the countryside is often closely connected with that of men. Women migrate to the towns to get married (Cameroon, Dahomey, People's Republic of the Congo; Canada, India, Iran, Czechoslovakia, Spain), or to follow their husbands (Tanzania, Guatemala, Venezuela, India, Iran, Iraq, Jordan, Turkey, Greece) and sometimes to escape them (Nigeria cites broken

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1/ This applies to the countries that are underlined in the preceding foot-note and the People's Republic of the Congo, Madagascar, and Poland.

2/ Gabon, Madagascar, the People's Republic of the Congo, Colombia; the Republic of Korea; Federal Republic of Germany, France, Italy, Malta, Poland, Spain.

3/ Cameroon, Dahomey, Ivory Coast, Kenya, Nigeria, Sierra Leone; Canada, Guatemala, United States; Argentina, Colombia, Venezuela; Cyprus, India, Iran, Iraq, Jordan, Thailand; Czechoslovakia, Greece, Switzerland.

4/ Cameroon, Madagascar, Sierra Leone; the Dominican Republic; Argentina; Syrian Arab Republic; France, Italy, Poland, Spain; Falkland Islands.

marriages as one of the reasons for their leaving), and are consequently involved in the migratory movement of men.

In some replies one can discern, like a reflection of the life-force, the desire for happiness which prompts rural women to emigrate to the towns: "the search for a better future" (Sierra Leone); "the desire of the villagers for a better life and the hope that it can be achieved in the towns" (Turkey); "the search for improved means of subsistence" (Dominican Republic), "a taste for adventure" (Niger), "simple curiosity" (Venezuela).

Sometimes departure confirms a break with the traditional rural environment and enables young peoples to realize their desire for independence and freedom from parental authority. 1/ The reply of the People's Republic of the Congo indicates the importance of this aspect of the exodus of women from the countryside among the motives peculiar to girls:

"(a) Work in fields and market gardens which tends to make girls age more quickly.

(b) Bride-price is often high, reducing their chances of marrying young men of their own generation.

(c) Escape from taboo customs.

(d) Conflicts with the traditional environment, sorcery.

(e) Attraction of the town."

The reply from Gabon gives a complete list of the reasons why girls leave the countryside:

"(a) Living conditions are more agreeable in the towns than in the villages.

(b) Work is not so hard and is better paid (administration/commerce).

(c) Escape from the restraint of the family and tribal group (emancipation)."

(It should be noted that married women are less likely to migrate to the towns than unmarried girls and young women.) 2/

"What are the main reasons for the exodus?

"For girls: the lack of intellectual and vocational training suited to the social and economic environment; the vacuum brought about by the exodus of young men of their own age.

1/ Gabon, Nigeria, the People's Republic of the Congo; France, Italy.

2/ This observation also appears in the reply from Cameroon.

"In general, the spectacular development of urban and mining areas at the expense of the rural areas encourages the exodus."

In Colombia, specific problems influence migratory movements. According to that country's reply, the main reason for the exodus from the countryside (although reference is made to the search for better employment linked with industrialization) was "political violence and its consequences: social insecurity, low productivity, social and economic problems in general".

(d) Evolution of the phenomenon

Almost all the replies 1/ state that an increase in the exodus from the countryside has been observed in recent years. Cyprus says that the increase has been slight and the exodus has been "confined to the poorest villages, especially those on the hills".

Twelve of these countries 2/ support this statement with references to surveys or censuses; some even give figures. For example, the population of the capital of the Dominican Republic, which was less than 400,000 in 1954, had almost doubled by 1971. The rural population of Colombia has diminished during the past 20 years by a good third (1951 = 60 per cent; 1971 = 40 per cent); in Turkey it decreased from 71.2 per cent in 1955 to 65.3 per cent in 1965; in France, from 44 per cent in 1954 to 34.6 per cent in 1968; in Greece, from 68 per cent in 1948 to 58.4 per cent in 1961. Over 500,000 persons have left rural areas in Czechoslovakia during the past 10 years.

The United States makes a distinction within rural areas between agricultural regions and non-agricultural regions. Population movements are in one direction only, but of two kinds: from agricultural regions to non-agricultural rural regions or towns and from non-agricultural rural regions to the towns. The number of persons who moved between 1965 and 1969 is estimated at 1 million per year.

Some countries 3/ merely refer to the simultaneous increase of the urban population and decline of the rural population.

Five replies (Gabon, Sudan, India, Republic of Korea, Malta) referred to industrialization as a factor which accelerates the increase in the exodus from the countryside.

1/ Burundi, Cameroon, Gabon, Ivory Coast, Kenya, Madagascar, Niger, Nigeria, People's Republic of the Congo, Sierra Leone, Sudan, Tanzania; Dominican Republic, Guatemala; United States; Argentina, Colombia, Venezuela; Ceylon, Cyprus, India, Iran, Republic of Korea, Syrian Arab Republic, Thailand, Turkey; Czechoslovakia, Finland, France, Greece, Italy, Malta, Spain.

2/ Underlined with a continuous line in the preceding foot-note.

3/ Underlined with a dotted line in the preceding foot-note.

Five other countries (Burundi, Kenya, Nigeria, People's Republic of the Congo, Sierra Leone) consider that the improvement in school enrolment, particularly for girls, has caused the movement away from rural areas.

Canada and the Federal Republic of Germany refer to regional differences which made it impossible to give an exact reply concerning the possible increase in the exodus from the countryside.

Only four countries (Bulgaria, Falkland Islands, Iraq, Switzerland) state that they have not observed an increase in the phenomenon. Iraq's reply even states that the movement to the towns has decreased, as a result of measures adopted by the Government.

Annual growth rates of the urban and rural population in the countries which replied to the inquiry show the increase resulting from the birth-rate as well as that resulting from migration. Obviously the latter is responsible for the differences between urban and rural areas.

Regional profiles are apparent in the replies: the differences between urban and rural populations are more marked in Africa, Asia and Europe but less evident in the Americas, where there is also the greatest variety of situations.

Growth rates in Europe show remarkable unity: those of urban populations are moderate and very similar, while rural populations are on the decline even in absolute values (with the exception of Norway), since rates are negative. There are also negative growth rates among rural populations in the two most developed countries of North America, Canada and the United States, as well as in Argentina and Cyprus.

It is evident from the replies received that rural populations - which are in the majority in most countries - are faced with a complexity of problems throughout the world. Developments in the labour sphere, harsh living conditions in the countryside and the lack of adequate schools and social and cultural facilities, all combine either to persuade women to follow men in a movement which most countries consider an obstacle to rural development, or keep them in a situation which, although accepted, is not necessarily acceptable.

What is the role of education in this context?

II. EDUCATION OF GIRLS AND WOMEN IN RURAL AREAS

For a long time education has been considered the panacea for all difficulties which would make it possible to rationalize the disparities between rural and urban areas within the framework of over-all economic and social development. The mediocre results obtained from the various educational formulas applied in rural areas has provoked thought about the matter and had led to new experiments.

1. Adaptation of the educational system to rural life

Under present circumstances, with the flight from the countryside gaining momentum and rural life appearing idyllic only from afar, it is necessary to establish whether education is tackling the special problems of rural areas and to what extent it is meeting the needs of the people tied to the land.

(a) General educational curricula and introduction to rural activities

Twenty-two 1/ of the countries which replied to the questionnaire stated that their general educational curricula included an introduction to rural activities, whereas 12 others 2/ did not. There was no information from the last 12 countries.

The subject-matter included in the introduction was fairly varied: most frequently 3/ it consisted of aspects of agricultural education, sometimes supplemented by practical work in gardening or animal husbandry in the school grounds.

Homecraft or home economics form part of the general education in 10 countries. 4/

There is an introduction to the study of rural economy in the curricula of the United Nations (where rural management is also taught), India and the Falkland Islands. The forestry economics is optional in Finland.

An introduction to handicraft techniques and sewing is included in the general education in Sudan and Ceylon.

1/ Burundi, Kenya, Madagascar, Niger, Nigeria, Sierra Leone, Tanzania; Guatemala, United States; Paraguay; Ceylon, Cyprus, India, Iran, Laos, Republic of Korea, Thailand, Turkey; Finland, France, Poland, Switzerland.

2/ Cameroon, Ivory Coast, People's Republic of the Congo; Argentina; Iraq, Syrian Arab Republic; Czechoslovakia, Federal Republic of Germany, Greece, Italy, Malta, Spain.

3/ Burundi, Madagascar, Niger, Nigeria, Sierra Leone, Tanzania; Guatemala, United States; Colombia, Paraguay; Ceylon, Cyprus, India, Iran, Laos, Thailand, Turkey; Finland, Poland.

4/ Burundi, Sierra Leone; Guatemala, United States; Paraguay; Ceylon, Iran, Thailand; Poland, Switzerland.

Health education and concepts of nutrition are taught in Burundi, the United States, Guatemala, Iran and Laos.

Recently, the general education curricula in Kenya have included an introduction to rural activities; the formula is at the experimental stage.

Political education in Tanzania is thought to introduce young people to rural activities. Social sciences are taught for this purpose in Thailand. In the Federal Republic of Germany, an orientation course entitled "Introduction to the working world" is given in the ninth grade in order to provide students with information and allow them to choose an occupation advisedly.

Some replies (Colombia, the Republic of Korea, France) indicated that general education in rural areas often makes use of examples from the area in question and that it is the teachers' responsibility to adapt it as and when necessary. Turkey's reply states that agricultural education is not as important in urban schools as in rural schools, where it is provided with a practical bias within the framework of the science and social science curricula.

(b) Curricula specifically intended to introduce girls to rural activities

The replies received to this question were extremely heterogeneous and hardly permitted of comparison. Countries either referred to curricula in terms of general education - and often replied that there were none specifically intended for girls (particularly the Republic of Korea and Italy) - or to out-of-school activities (India, Iran, Greece), vocational training for women (People's Republic of the Congo) or strictly to agricultural training (France, 1/ Laos, 2/ Poland 3/).

1/ Short courses: Three years - Agricultural Apprenticeship Certificate
General girls option

Four years - Vocational Training Certificate (home economics and rural economy)
Option: agricultural and para-agricultural agencies
Option: agricultural enterprises and rural environment

Long course: Five years - Agricultural Technician Certificate (home and rural economics)
Option: practical agricultural techniques and home economics
Option: rural communities

Short higher course: Higher Agricultural Technician Certificate in agricultural economy and agricultural techniques for women (training for women agricultural and home economics advisers)

2/ Curricula for training women rural leaders in the home economics school at Vientiane.

3/ In agricultural training schools - based on the primary school curricula of eight grades - subjects are taught specifically in order to introduce them to rural domestic work: practical and technical work, home economics, cooking and sewing, maternal and child health.

Eight countries 1/ mentioned home economics and housecraft programmes.

Six other countries 2/ referred to various agricultural education programmes which would introduce girls to rural activities. Thailand mentions visits to the fields to complete the pupils' rural training.

Sewing is part of the curricula in Burundi, Sudan and Tanzania. Manual skills are taught to girls in Nigeria.

In Bulgaria rural economics and economic geography of the country introduced girls to rural activities.

The reply of the Federal Republic of Germany told of the experience gained with an egalitarian concept of school curricula:

> "No such programmes (specifically intended as an introduction to rural activities for girls) exist or are envisaged. In schools providing general education, boys and girls either already receive housecraft lessons or such lessons are envisaged."

(c) Differences in the educational system between rural and urban areas

Does the educational system in rural differ from that in urban areas and, if so, what are the differences?

Most countries 3/ considered that no basic difference was noticeable between the education systems in rural and urban schools. The People's Republic of the Congo found this fact regrettable: "The educational system in rural areas is not different from that in urban areas. This is one of the reasons why our educational system is inappropriate. Rural children receive a general education similar to that given to town children. Attempts have nevertheless been made to adapt education to rural life, but without much success; a new approach is now being formulated."

Fourteen countries 4/ stated that the system in rural areas differed from that in urban areas, and gave some information in that connexion.

1/ Burundi, Cameroon, Sudan; Guatemala; Colombia; Thailand, Turkey; Federal Republic of Germany.

2/ Burundi, Cameroon, Kenya, Tanzania; Guatemala; Republic of Korea.

3/ Burundi, Cameroon, Ivory Coast, Kenya, Madagascar, Nigeria, People's Republic of the Congo, Sierra Leone, Tanzania; Argentina, Paraguay; Ceylon, Cyprus, Jordan, Republic of Korea, Syrian Arab Republic; Czechoslovakia, Finland, France, Greece, Malta, Spain.

4/ Niger; Guatemala, United States; Colombia; India, Iran, Iraq, Laos, Thailand, Turkey; Federal Republic of Germany, Italy, Poland, Switzerland.

Structural differences were mentioned.

According to the replies, the one-teacher school is characteristic of the rural areas of Cameroon, Guatemala (where most primary schools in rural areas have only one teacher to take care of two, three, or even six classes), Turkey (where the "unified" class system used in rural areas would appear to result from the lack of teachers), the Federal Republic of Germany and Italy (where the "multiclass" school with a single teacher teaching three or five elementary classes at the same time is frequent).

In Poland, "agricultural education is specific in rural areas. It is so timed as to enable students to take part in productive work, especially during the periods when agricultural work is done".

Some countries' replies to the questionnaire give precise information on the educational system. For example, in rural areas the incomplete schools of Laos and Colombia (approximately 17,000 in the latter), the low density of the school network and lack of schools for backward children in the Federal Republic of Germany, the scarcity of secondary and vocational schools in Switzerland, the complete lack of secondary establishments in Laos - which actually indicated the existence of rural community education centres - were indicative of a basic structural difference or at least of changes in the educational system on contact with the rural environment.

What is the content of the curricula offered?

Some countries note differences in the curricula between urban and rural schools which, in most cases 1/ reflected the necessary adaptation to the different surroundings.

Switzerland states that rural curricula are adapted for teachers who were less specialized than those in the towns.

The United States reply emphasizes the effects of the differences in curricula content between urban and rural schools as far as individuals are concerned:

> "The curricula offered in the rural schools, particularly the small schools, are more limited in scope.... Urban schools offer students a wider range of subjects.... Programmes in rural schools frequently are not designed to serve the needs of students in rural areas and to prepare them for employment in urban areas.
>
> "The scope of the rural high school educational programme consists of pre-employment training predominantly in vocational agriculture and home economics, although it has been shown that only one out of 10 youths go into agricultural related occupations."

1/ Niger; Colombia; Thailand, Turkey.

There is therefore a need to change the curricula to achieve a balance between general education and vocational training.

Thirteen countries 1/ consider the quality of education in rural schools inferior to that in urban schools. Some of the countries 2/ which replied in the negative to the question whether the educational system in rural areas differs from that in urban areas, seem to consider that qualitative or at least material differences do not constitute a difference in system.

Most of the countries which indicate qualitative differences 3/ mention the inadequate qualifications of the teachers appointed to rural schools. The Laotian reply states "inadequate quality of the teaching staff in village schools which absorb the majority of less-qualified teachers".

Canada notes a positive trend in this field: "In principle, there is no difference. In practice, the quality of instruction and standard of facilities need to be better in urban areas. The differences have been largely eliminated over the last 20 years."

Iraq, Thailand and the Federal Republic of Germany also mention the scarcity of teachers in their rural areas.

For 11 countries 4/ the quality of education is the same in rural and urban areas.

Fifteen replies 5/ mention inadequate material facilities in rural schools: shortage and bad quality of premises (Cameroon, Kenya, Niger, Colombia, Iraq), lack of sanitation, water and light (Colombia), difficulty in securing textbooks (Cameroon, Thailand), inadequate furniture (Colombia), laboratories, libraries and equipment which generally left much to be desired in almost all these countries. 6/

The Federal Republic of Germany, like Canada, reports efforts to improve the standard of education in rural areas.

1/ Cameroon, Kenya; Canada, Guatemala, United States; Colombia; India, Iraq, Laos, Thailand, Turkey; Federal Republic of Germany, Switzerland.

2/ Cameroon, Kenya; Canada; India.

3/ The countries underlines in foot-note 1.

4/ Burundi, Ivory Coast, Niger, People's Republic of the Congo; Paraguay; Czechoslovakia, Finland, France, Greece, Malta, Spain.

5/ Cameroon, Kenya, Niger; Canada, Guatemala, United States; Colombia; India, Iraq, Jordan, Thailand, Turkey; Federal Republic of Germany, Italy, Switzerland.

6/ The countries underlined in the preceding foot-note.

Twelve countries 1/ replied that no difference was to be noted between the material facilities of schools in rural and urban areas.

2. Access of rural girls and women to education

From a number of replies it would appear that rural areas are both quantitatively and qualitatively underprivileged in the field of education. What remains to be ascertained is the extent to which the female population manages to benefit from the opportunities offered by the school system or out-of-school education in the rural context as it is now defined.

(a) Illiteracy in rural areas

Irrespective of the over-all educational level of each country, literacy and school attendance rates are still lower in rural than urban areas.

Data on the illiteracy rate by sex in urban and rural areas was obtained only for some 10 countries, and the relevant percentages were established for only seven of them. Sources are varied and the base year ranges from 1953 for Ceylon to 1965 for Bulgaria.

The differences in the over-all percentage of illiterates between urban and rural areas are very marked: in India and Greece rural illiteracy is proportionally twice that of urban illiteracy; the gap is even greater in Guatemala and Bulgaria and above all in Costa Rica, where the percentage of illiteracy in rural areas is three times higher than that in urban areas; in the United States the differences between urban and non-agricultural rural areas is great but the illiteracy rate is low; in Cyprus, on the other hand, the differences between urban and rural areas are less marked but the illiteracy rate is fairly high.

In all cases, with the exception of the United States, the female illiteracy rate is higher than the male and attains striking levels in rural areas: one woman out of five is illiterate in rural areas in Costa Rica and Bulgaria; two out of five are illiterate in Greece and Cyprus; there are four illiterate women for each literate one in the rural areas of Guatemala; the ratio is nine to one in the rural areas of India.

Illiteracy among rural women in particular is quite evident to educators in many cases. Thirty of the countries which replied to the questionnaire in fact consider that the number of illiterate women is much higher in rural areas than in urban areas.

1/ The countries in foot-note 1 on the preceding page with the exception of Niger and including Iran and Laos.

The other 15 countries are divided as follows: six 1/ did not reply directly to this question; the Federal Republic of Germany and France consider that the problem does not concern them. Canada and the United States state that their illiteracy rates are negligible; Bulgaria and Switzerland state that they do not have any illiteracy; Venezuela, Finland and the Falkland Islands consider that female illiteracy is no greater in rural areas.

A recent UNESCO study 2/ gives information on the extent of illiteracy among women in 78 countries. It states: "The usual causes of illiteracy are aggravated in women because of their position in society. In the countries where it is prevalent, it is, with rare exceptions, considerably more widespread among women than among men, and through a feedback effect further widens the gap between the two sexes... In all geographical regions, the percentage of illiteracy is higher among women than among men, irrespective of the level of literacy which has been achieved... Thus, while the percentage of illiteracy among the whole of the population is the principal index of the level of education in a country, the relationship between the figures for each sex becomes an index of the equality of opportunities offered to men and women."

(b) Opportunities provided by the school system

Since the opportunities provided by the school system in rural areas are generally more limited than in towns, it would be helpful to know to what extent women have achieved equal access to the different levels of education in such areas.

A survey made by the UNESCO secretariat in 1963 revealed that the number of countries where women are at a disadvantage as far as access to education in rural areas is concerned increases steadily in proportion to the level of education in question, from primary to higher: "In conclusion, it is a serious initial handicap in many countries to live in a rural area so far as access to the different types of education is concerned, but a rural girl has even fewer chances of receiving the education obtained by boys from rural areas or girls from urban areas:". 3/

This is not, however, true in all countries since the Czechoslovak reply states "The number of secondary schools is relatively higher in rural areas than in great industrial agglomerations and big towns. The proportion of girls attending secondary school in the rural areas is relatively higher than that of boys. The establishment of new universities and autonomous faculties in the chief towns of agricultural areas has increased the interest of young girls and women in higher education".

Table 1, which shows the percentage of girls in primary education in certain countries both in urban and rural areas, has been prepared on the basis of more recent information.

1/ Algeria, Dahomey, Gabon, People's Republic of the Congo; Paraguay; Thailand.

2/ Equality of access of women to literacy. Comparative study. (UNESCO, ED/MD/14, 31-8-1970).

3/ Access of girls and women to education in rural areas. Comparative study. UNESCO, Educational Studies and Documents No. 51, Paris, 1964, p. 24.

Table 1

Number of girls, expressed as percentage of total primary school enrolment in urban areas and rural areas 1/

Country	Year	Urban areas	Rural areas
Algeria	1965	42.9	30.3
Cuba	1965	49.6	47.8
Dominican Republic	1965	52.1	47.9
Guatemala	1969	46.0	41.7
Colombia	1968	51.3	48.0
Paraguay	1968	48.1	45.6
Laos	1969	44.5	34.3

1/ On the basis of documentation provided in response to the questionnaire in the case of Laos and by the UNESCO Statistical Office for other countries.

It will be noted that in all cases the participation of women is more limited in rural areas than in towns.

According to the reply from Jordan, in 1968-1969 girls accounted for 41.8 per cent of total school enrolment in towns as against 34.8 per cent in rural areas.

However, to express the access of girls to education in terms of school enrolment or proportion of enrolment only gives a partial picture of the scholastic opportunities which are, in fact, offered to them.

Indeed, it is only at the various levels of exit from the school system and in the light of the preceding schooling that one can determine the extent to which the various categories of the population benefit equally from current educational possibilities. A brief period of school attendance with no follow-up cannot be considered equivalent to an equal period in a completed educational cycle.

That is why data on the results achieved by the school system, based on an analysis of wastage (= repeaters + drop-outs) according to sex and residence would enable us better to define the degree of equality of access of girls in rural areas to education.

/...

(c) Drop-outs and scholastic results in rural areas

A large number of countries 1/ replied that the drop-out rate is higher in rural areas than in urban areas and that girls abandon their studies more frequently than boys. Other countries feel they are only affected by one of the above two problems: for example, Czechoslovakia, India, Paraguay, Thailand and the United States report higher drop-out rates in rural areas: Colombia, the Federal Republic of Germany, the Ivory Coast and Poland report higher drop-out rates among girls than among boys.

For six countries, 2/ the drop-out rate is not higher in rural regions. According to seven replies received, 3/ girls do not abandon their studies any more frequently than boys.

Table 2

Number of drop-outs by sex during the educational cycle per 1,000 students in first year of primary education, divided according to residence in urban or rural areas

Country*	Residence	Number of drop-outs		
		Total	Boys	Girls
Algeria	Urban	570	568	601
	Rural	690	635	790
Dominican Republic	Urban	481	515	444
	Rural	861	857	864
Guatemala	Urban	504	490	521
	Rural	965	962	970
Colombia	Urban	527	530	525
	Rural	963	960	966

* The basic data used to calculate the numbers of drop-outs refer to periods of different length for each country considered and were recorded between 1960 and 1967.

1/ Burundi, Cameroon, Kenya, Madagascar, Niger, Nigeria, People's Republic of the Congo, Sierra Leone, Sudan, Tanzania; Dominican Republic, Guatemala; Argentina Ceylon, Iran, Iraq, Jordan, Laos, Republic of Korea, Syrian Arab Republic, Turkey; Bulgaria, Greece, Italy.

2/ Ivory Coast; Cyprus, Federal Republic of Germany, Finland, France, Switzerland.

3/ United States; (where the percentage of drop-outs is higher among boys although girls tend to leave school at an earlier age), Cyprus, Czechoslovakia, Thailand, Finland, France, Switzerland.

A recent UNESCO document 1/ has enabled us to determine for certain countries the drop-out rate according to sex for urban and rural residence.

It will be noted that the drop-out rate is high, and that it reaches catastrophic proportions in the rural areas of the Latin American countries. In all cases, except in urban areas in the Dominican Republic, the drop-out rate is higher among girls than among boys.

It is clear, therefore, that for a given number of enrolments in first year courses, the educational prospects for boys are different from those for girls, and those for urban students differ from those for rural students. Thus, from the outset the expected school career of girls in rural areas is, particularly limited.

Do the various types of out-of-school education succeed in overcoming this disadvantage?

(d) Opportunities provided by out-of-school education

There is considerable diversity in the data submitted by countries concerning the access of girls and women to the various types of out-of-school educational activities. It is often not possible to distinguish whether the activities in question cover rural areas only or whether the country is describing its over-all effort in the sphere of out-of-school education; whether the numbers refer solely to rural women or to all women participating in out-of-school activities or to all persons participating in such activities; and, finally, whether the number of participants quoted refers to individuals or whether it represents the sum of all attendances at each training or information class.

As it is, therefore, impossible to estimate the effort made on behalf of rural women in respect of out-of-school activities, we shall attempt to list some of the schemes described in the country reports.

The rural population in the Federal Republic of Germany is offered a wide selection of out-of-school activities:

- A number of activities organized around primary schools and agricultural and technical schools located in rural areas.

- The Young Farmers' Organization arranges various activities in which 250,000 young people, of whom 50 per cent are girls, participate each year. The following are mentioned among its activities: a housework competition and a biannual professional competition for young farmers who involves 45,000 young people, including 20,000 girls.

1/ UNESCO: The Statistical Measurement of Educational Wastage. International Conference on Education, XXXIInd Session, Geneva, 1970. ED/BIE/CONFINTED 32/Ref.1.

- There are also 53 Educational Institutes for Rural Adults which provide 1,000 courses per year for 40,000 people, half of whom are women.

- The Association of Rural Women has 11,551 local sections. In 1970 it organized 3,230 conferences and 24,000 meetings (practical courses, lectures, round tables, etc.) on aspects of housekeeping, health, dietetics, and so on.

In its reply, Turkey mentions the following among out-of-school activities which took place in 1970-1971;

- Mobile vocational courses for rural women, of 7 months' duration (1,547 courses with 36,800 participants);

- Handicraft courses for rural women (1,417 courses with 35,000 participants).

- Vocational courses for women, sponsored by the Ministry of Rural Affairs (401 courses with 6,150 participants).

In Iran, women domestic economy teachers instruct rural women in cooking, child care, hygiene, domestic management and some handicrafts and teach illiterate women to read and write. In 1969, 326 girls belonging to the Girls Development Corps served in rural areas, giving women courses in reading and writing as well as in hygiene and domestic management.

In the Dominican Republic, the Co-operative Development Institute organizes courses in rural areas to instruct women on the co-operative system.

Co-operatives play an important role in Poland in connexion with out-of-school activities. They provide numerous courses on home management, family care and nutrition. Sewing courses and demonstrations are also organized for women (in 1969 there were 7,500 courses with 200,000 participants and 87,000 demonstrations which were seen by 2,300,000 women). There are also Advisory Centres giving information on balanced diet and hygiene. The Co-operative Workers Sections, which exist within each co-operative and have as their members the women who work there, also organize cultural activities; lectures, excursions, theatre visits, and so on.

In Czechoslovakia, too, rural women attend theatres and concerts in large numbers and frequently visit museums and exhibitions. There has been an increase in the number of organized tours to the cities. The cost is borne by the employer.

Judging from the replies received, 1/ it would seem that opportunities for training and leisure activities, of varying capacity and scope, are open to a certain number of rural women in other countries also.

1/ Burundi, Cameroon, Gabon, Sudan; Guatemala, United States; Venezuela; Cyprus, Jordan, Republic of Korea, Syrian Arab Republic; Greece, Spain.

3. Difficulties encountered by rural girls and women

To what extent are girls and women in rural areas able to take advantage of the opportunities for education and training offered to them? The replies to the questionnaire show that the living conditions of women in rural areas limit their access to education, lead to premature cessation of schooling and accelerate the exodus of women from the countryside.

(a) Difficulties limiting the access of rural girls and women to education

Most countries 1/ indicate that social and cultural factors are at the origin of the difficulties encountered by rural girls and women in seeking to obtain an education. In the People's Republic of the Congo, it is "tradition which, more often than not, obliges young girls who have already been spoken for to marry" and thus takes them away from school. In India and Turkey, the need to educate girls is apparently not evident. The reply from the Federal Republic of Germany puts the blame on the "conservative attitude of parents", while that from Italy mentions "insufficient cultural awareness on the part of adults". In Ceylon a change is taking place in the relative weight of the main factors hampering the access of rural women to education: "The social and cultural factors are now disappearing but the economic factors remain".

Indeed, economic factors (Ceylon, Jordan, Kenya), and above all the cost of education 2/ and work outside the school 3/ often make access to education difficult for girls and women in rural areas. Colombia states that the number of scholarships available is insufficient.

The shortage of schools and of boarding school places, mentioned in 23 replies 4/ is obviously a major obstacle to the access of girls to education in rural areas.

1/ Cameroon, Gabon, Ivory Coast, Madagascar, Nigeria, People's Republic of the Congo, Sierra Leone, Sudan, Tanzania; Dominican Republic, Guatemala, United States; Argentina, Colombia, Paraguay, Venezuela; Ceylon, Cyprus, India, Iran, Iraq, Jordan, Laos, Syrian Arab Republic, Turkey; Federal Republic of Germany, Greece, Italy, Switzerland.

2/ Mentioned in the replies from the countries whose names are underlined in the preceding foot-note; also applies to Kenya, Niger, Spain and Thailand.

3/ Almost all the countries included in foot-note 1 above mentioned this obstacle; the exceptions were Ceylon, the Ivory Coast, Jordan, Madagascar, Paraguay, Sierra Leone and Switzerland. Burundi, Kenya and Spain should be added to the list.

4/ Burundi (which also mentioned a shortage of teaching staff), Cameroon, Gabon, Ivory Coast, Madagascar, Niger, People's Republic of the Congo, Sierra Leone, Dominican Republic, Guatemala; Argentina, Colombia, Paraguay; India (which cited the lack of funds to improve teaching conditions), Iran, Iraq, Laos (which has insufficient day schools but no lack of boarding schools), Turkey; Federal Republic of Germany, Italy, Poland, Spain, Switzerland.

Twenty-three countries 1/ also mention a lack of information and guidance as influencing the educational prospects of rural girls and women.

For 25 countries, 2/ the often considerable distance between the home and the school, as well as the lack of adequate transport, further limit the access of women in rural areas to education.

Canada states that the existence of all the above obstacles can be observed in individual cases, but that no single obstacle particularly affects women living in rural areas.

Haiti and the Falkland Islands considered this question did not apply in their cases.

(b) Reasons for drop-outs

If, for many rural girls and women, access to education represents a hard-won victory over the obstacles placed in their path towards schooling, the continuation of their studies once begun is impeded by a whole host of circumstances which often cause the premature cessation of the school career.

In many countries, local attitudes are often unfavourable to the education of rural girls. These attitudes may vary from indifference (Colombia, Dominican Republic, India, Paraguay) and "inability of parents to see the point of girls' education" (Nigeria), to the opposition of or pressure from parents, 3/ via the priority automatically accorded to the education of boys. 4/ One may also discern in some replies the conviction that there is some sort of incompatibility between education and femininity. Thus, in Nigeria, "the rapid physical development of girls" is one of the reasons for abandoning studies; the reply from Madagascar refers to "the vicissitudes of puberty" which have the same consequences, while that from Italy suggests that one of the main reasons for dropping out is the "crisis of adolescence: unless proper support is provided, physiological and psychological development of adolescent girls, leads to withdrawal from the average school".

1/ The countries whose names are underlined in the preceding foot-note and also Greece, Kenya, Nigeria, Sudan and the Syrian Arab Republic.

2/ Burundi, Gabon, Madagascar, Niger, Nigeria, People's Republic of the Congo, Sudan (where distances are the most serious obstacle to the access of women to education, in view of the population dispersion); Dominican Republic, Guatemala; Argentina, Colombia, Paraguay, Venezuela; Ceylon, India, Iran, Iraq, Laos, Syrian Arab Republic, Thailand, Turkey; Federal Republic of Germany, Italy, Spain, Switzerland.

3/ Cameroon, Ivory Coast, Niger, People's Republic of the Congo, Sierra Leone (in regions with Moslem population), Sudan; Guatemala; Iran, Iraq, Jordan, Laos, Republic of Korea, Syrian Arab Republic; Spain.

4/ Cameroon, Kenya, Nigeria, People's Republic of the Congo; Laos, Turkey (where "in the villages, only the education of boys is considered necessary"); Spain.

Marriage often seals the fate of the girl student, who leaves her studies incomplete. 1/ Four African countries (Ivory Coast, Nigeria, People's Republic of the Congo, Sierra Leone) and the United States also refer to early pregnancies which lead girls to drop out from school.

Cameroon described the many aspects of the life of rural girls which constitute obstacles to the continuation of their studies:

"(a) Difficult psychological conditions (there is a preponderance of male teachers);

(b) Reluctance of some parents to send their daughters to schools with male teachers;

(c) Agricultural work and household responsibilities;

(d) Early marriages;

(e) Insufficient money to send all children to school; the interests of the girls are sacrificed".

The reply from Laos refers to a similar situation:

"(a) Absence of any school in the village offering a complete educational cycle;

(b) Refusal of parents to allow their daughters to continue their studies in another village;

(c) Priority given to boys in education (parents' viewpoint);

(d) 'A woman's place is in the home'."

Economic factors and more especially entry into the working world, sometimes participation in agricultural work, are at the source of the abandonment of their studies by rural girls in many countries. 2/

Sometimes, especially when a girl is the eldest child in a large family, she may be obliged to break off her studies in order to help with housework and to care for her brothers and sisters. 3/

1/ Cameroon, Ivory Coast, Kenya, Niger, Nigeria, People's Republic of the Congo, Sierra Leone, Tanzania; Guatemala, United States (where the problem is not very widespread); Cyprus, India, Iran, Iraq, Jordan, Syrian Arab Republic; Bulgaria (in respect of girls in ethnic minorities), Czechoslovakia, Federal Republic of Germany.

2/ Cameroon, Ivory Coast, Kenya, Madagascar, Nigeria, Sierra Leone, Sudan; Dominican Republic, United States; Argentina, Paraguay; Ceylon, Cyprus, India, Iran, Iraq, Jordan, Republic of Korea, Thailand; Czechoslovakia, Greece, Italy, Spain.

3/ Burundi, Cameroon; Guatemala; Argentina, Colombia; India, Republic of Korea, Syrian Arab Republic, Turkey; Italy, Poland, Spain.

According to some replies, inadequacies in the school system are the reason why girls in rural areas do not complete their studies. The lack of a satisfactory educational infrastructure is mentioned by Tanzania, the Dominican Republic, the United States, Argentina, Iraq and Laos. The Sudan refers to "lack of follow-up of programmes". The reply from the United States stresses that the programmes are of no value because they are not adapted to real needs and do not prepare pupils for employment. In its reply, Colombia cites the inadequacy of the school system in rural areas and the lack of qualifications of a large proportion of rural teachers. Iran, too, mentions the lack of qualified teachers as a major reason why rural girls become drop-outs. Argentina and Colombia refer to transportation difficulties.

Migrations lead to abandonment of studies in Guatemala, Nigeria and Thailand.

Late school entry (Paraguay) or the age-limit imposed by school legislation (Madagascar) sometimes prevent girls in rural areas from continuing their studies.

India and Greece consider that abandonment of studies by rural girls is due largely to a lack of aptitude.

The documents supplied by Colombia make it possible to establish the order of importance of the various reasons for drop-out (without distinction by sex) in urban and rural areas.

Table 3

Reasons for drop-out in decreasing order of importance among residents of urban and rural areas in Colombia

Order of Decreasing Importance	Urban Areas	Rural Areas
1	Change of residence	Change of residence
2	Limited interest of parents	Limited interest of parents
3	Illness	Illness
4	Distance	Distance
5	Work in home	Agricultural work
6	Agricultural work	Work in home
7	Roads in bad condition	Roads in bad condition
8	Schools in bad condition	Animal husbandry
9	Work in industry	Schools in bad condition
10	Animal husbandry	Work in industry

It is apparent from this table that in Colombia the various reasons for drop-out are more or less independent of specific living conditions in urban or rural areas.

Some replies associate abandonment of studies by girls in rural areas with their uncertain prospects for advancement. India replied that "further education renders the girls unsuitable for employment or labour". According to Niger, "the small size of the feminine labour market" is one of the reasons which lead girls in rural areas to become drop-outs.

III. RURAL DEVELOPMENT

Rural development, as part of a continuous process of over-all change in rural areas, may vary in nature from country to country. The level of industrialization, the weight of tradition, socio-economic structures and even geographical characteristics ensure that rural conditions differ in each case. Since the problems which arise cannot therefore be exactly identical, the solutions planned or already applied take a wide variety of forms.

On the basis of the replies to the UNESCO secretariat's inquiry, we shall deal in turn with the factors considered essential for rural development and with the role of women in the rural development process.

1. Factors in rural development

Almost all countries provided the UNESCO secretariat with a detailed account of their views on this question.

Cameroon replied: "The economic and social development plan envisages the harmonious development of the country based on all these factors" (i.e., the factors essential for rural development referred to in the secretariat's questionnaire).

In the case of Canada, development is planned on a regional basis and involves the parallel development of urban and rural areas.

According to Czechoslovakia's reply, its progress in this sphere is particularly satisfactory.

Most countries[1/] consider the augmentation of agricultural production to be the essential factor in rural development. The mechanization of agricultural work is mentioned in the replies of Guatemala, the Republic of Korea and Poland. India's reply refers to the modernization of crops, and the Ivory Coast's reply to the introduction of new crops. The importance of an agricultural credit system is emphasized by Colombia and the People's Republic of the Congo, which also outlines the various kinds of action required in a rational plan for augmenting agricultural production:

> "(a) Organization of an infrastructure of roads to facilitate the movement of goods.
>
> (b) Organization of the population into community groups to promote increased production.

1/ Gabon, Ivory Coast, Kenya, Madagascar, Nigeria, People's Republic of the Congo, Sierra Leone, Tanzania; Dominican Republic, Guatemala; Argentina, Colombia, Paraguay, Venezuela; Ceylon, Cyprus, India, Iran, Iraq, Jordan, Laos, Syrian Arab Republic, Thailand, Turkey; Bulgaria, Greece, Italy, Poland.

(c) Training... of rural supervisory grades....

(d) Organization of consumers and domestic markets.

(e) Problem of marketing goods at home and abroad."

Kenya considers that the improvement of housing, the provision of water and electricity and the establishment of health services, schools and roads are necessary for the development of agricultural production and the modernization of rural life.

The modernization of rural life is referred to by almost all countries[1/] in conjunction with the augmentation of agricultural production. Some aspects of this modernization process which receive particular mention are: the improvement of health conditions (Kenya, Colombia, India, Poland); the development of public services (Colombia, Jordan), of infrastructure in general (Federal Republic of Germany), of roads (Kenya, People's Republic of the Congo, Colombia, Poland) and of transport (Niger, Colombia, Cyprus); the establishment of social, cultural and recreational centres (Spain); and the transformation of social and cultural activities (Turkey).

Twenty-three countries[2/] consider the training of qualified rural supervisory grades to be one of the essential pre-conditions for rural development. The People's Republic of the Congo and Switzerland give a detailed description of what this process entails in their case. "The technical, economic, social and cultural training of rural supervisory grades capable of successfully performing the tasks of disseminating agricultural knowledge, maintaining equipment and transforming mental attitudes" (People's Republic of the Congo). "The training of even more highly qualified supervisory grades and farmers who can adapt to a constantly changing situation with means and methods which can ensure appropriate and competitive production" (Switzerland).

The majority of these countries[3/] feel that the training of rural supervisory grades must be accomplished by the creation of jobs in rural areas. This factor in development is also mentioned in the replies of Sierra Leone, Guatemala, Ceylon, Cyprus, Turkey, the Federal Republic of Germany (in relation to non-agricultural jobs) and Finland.

1/ The countries listed in the preceding foot-note (with the exception of Madagascar, Ceylon and Thailand) and also Dahomey, Niger, the Republic of Korea, the Federal Republic of Germany, France and Spain.

2/ Burundi, Dahomey (which also mentions the further training of existing rural supervisory grades), Gabon, Ivory Coast, Madagascar, Nigeria, People's Republic of the Congo, Sudan; Dominican Republic; Argentina, Colombia; Iran, Iraq (which is particularly concerned with ways of encouraging qualified persons to settle in rural areas), Republic of Korea, Syrian Arab Republic, Thailand; Bulgaria, Czechoslovakia, France, Greece, Italy, Spain, Switzerland.

3/ Those which are underlined in the preceding foot-note.

The effect on rural development of the expansion of non-agricultural sectors is of prime importance for three African countries, four Latin American countries, four Asian countries and six European countries. 1/

It is not felt that rural development can be achieved through economic action alone. The improvement of the population's educational level is a recurrent theme in countries' replies: most countries 2/ believe that rural development requires an educational effort - literacy courses, rural education or the development of schooling - directed towards the inhabitants of those areas where change is planned.

Many countries 3/ indicate that the transformation of attitudes is an essential factor in the rural development process.

For Venezuela, the transformation of attitudes is linked to the need for social justice. The reform and improvement of land-tenure systems is referred to in a number of replies: "a better distribution of land" (Colombia); "find a solution to the two major agrarian problems: the latifundia and the minifundia" (Guatemala); "the restructuring of farm holdings" (France); "the exchange and reorganization of land holdings so as to make possible rational cultivation with the aid of modern machinery and a reasonable yield over fairly large areas" (Switzerland).

These expressions of concern reflect what is for such widely differing countries the major current problem: "A plan in development has taught us, as the Second World Congress 4/ vividly put it, that all break-through discoveries towards high-yield capabilities of crops in order to avoid economic insignificance must necessarily be contained by a realistic social and political land reform system. Thus the quality of agricultural education and training is bound to be sterile if it comes devoid of the principles and implications of hot questions in the socio-political areas of tenure and agrarian reform based on social justice." 5/

1/ Gabon, Ivory Coast, Nigeria; Dominican Republic; Argentina, Colombia, Paraguay; Jordan, Laos, Syrian Arab Republic, Thailand; Bulgaria, Finland, France, Greece, Italy, Spain.

2/ Burundi, Dahomey, Gabon, Madagascar, Niger, Nigeria, Sudan, Tanzania; Dominican Republic, Guatemala; Argentina, Colombia, Paraguay, Venezuela; India, Iraq, Jordan, Laos, Syrian Arab Republic, Thailand; Bulgaria, Czechoslovakia, Federal Republic of Germany, Greece, Italy, Spain.

3/ Those which are underlined in the preceding foot-note and also the People's Republic of the Congo, Cyprus, the Republic of Korea, France and Switzerland.

4/ The World Food Congress, held at The Hague in 1970.

5/ Mohamed A. Nour: "Education and Training: Key Factors in the Mobilization of Human Resources for Economic and Social Progress in the Developing World". World Conference on Agricultural Education and Training, Copenhagen, 1970, RU:AET/70, Vol. I, p. 137.

The replies of the various countries bear out the concept of the integration of rural development into an over-all process of change. A recent UNESCO document on the subject 1/ analyses the elements which go to make up this concept:

> "Integrated rural development rests on the interdependence of all development factors including not only agriculture and industry but also infrastructures, transport, trade, credit arrangements, health, education and culture, sports and leisure-time activities. The young farmer will only be prepared to stay on the land if he sees not merely that his income is rising as the means become available to increase production and obtain a good price for his produce, but also that his village offers opportunities for purchasing town products, for relaxation in the form of cultural activities or sports, for medical care and further education, in short, for the development of his personality in an environment which can expect to receive the funds required for gradual renovation under various supplementary investment programmes designed to satisfy the legitimate aspirations of rural youth."

2. The role of women in rural development

Women in rural areas are particularly active and have a wide range of responsibilities.

Whether educated or uneducated and whether engaged in gainful activity or not, they play an important role in the development process of their country. Their contribution to the development of their environment takes a variety of forms, ranging from direct participation to indirect action.

Women constitute a substantial proportion of the economically active population, some of them working in the education and health sectors, a greater number in handicrafts and small business and the major part in agriculture.

However, the role of women in rural development is not confined to their direct participation in economic activity.

As home-managers, they are responsible for improving the conditions of family life by introducing the necessary changes in nutritional habits and hygiene, thereby preserving the nation's health assets.

As household administrators, it is their task to balance the family budget, a task made particularly difficult by the fact that families are large and gainful employment scarce.

In line with their responsibility for bringing up new generations, they must also attend to the education of children in the family environment and supervise their scholastic progress - a task which requires exceptional vigilance on the part of illiterate mothers.

1/ Education and Development in a Rural Environment, ED/WS/247, Paris, 30 July 1971, p. 17.

s guardians of tradition, the represent the means through which the changes in attitude and behaviour necessary for adaptation to the modern world can be achieved. 'Productivity of workers in industry and particularly in agriculture often has a direct relationship with the mother of the family, who if literate is able to introduce into the family's way of life new ways of thinking ...". 1/

Which of women's wide range of activities represent important contributions to economic and social development? Are women adequately equipped to play the multiple development role which devolves upon them? The information submitted by the various countries provides an answer to these questions and brings out the link between the training which women receive and the employment opportunities offered to them in rural areas.

(a) Activities of rural women

The great majority of countries report that women participate in agricultural work, either by helping their husbands (Guatemala, Venezuela) or by making an independent contribution in their own right: "on the same footing as men" (Laos), "in large-scale agricultural production, they perform the same activities as men, including managerial and technical work" (Czechoslovakia). Twenty-two countries 2/ (19 of which are situated in Africa and Asia) consider this to be an important contribution to development.

Switzerland replied: "Women in rural areas are coming increasingly to pursue activities similar to those of men because of the development of mechanization: various kinds of tractor-drawn farming machinery, electric milking-machines,... However, because of household work and the supervision and education of children, women generally perform work which does not take them too far away from the farm."

The activities of women as mothers and housewives, which consume much of their energy, are mentioned by 15 countries, six of which regard them as an essential contribution to development. 3/

According to the replies of some countries, women in rural areas often perform various kinds of handicraft work 4/ and discharge responsibilities in the education 5/ of health 6/ services.

1/ H.M. Phillips, Literacy and Development, UNESCO, Paris, 1970, p. 54.

2/ Burundi, Cameroon, Gabon, Ivory Coast, Kenya, Madagascar, Niger, Nigeria, People's Republic of the Congo, Sierra Leone, Tanzania; Colombia; Cyprus, India, Iran, Iraq, Jordan, Laos, Syrian Arab Republic, Turkey; Bulgaria, Malta.

3/ Cameroon, Sudan; India, Laos; Greece, Malta.

4/ Madagascar, Nigeria, Sudan, Guatemala; Colombia, Paraguay; Ceylon, India, Iran, Iraq, Turkey; Spain.

5/ People's Republic of the Congo, Sierra Leone, Tanzania; Guatemala (women teachers "generally do not belong to the community in which they work"), United States; Argentina; Laos, Republic of Korea; Federal Republic of Germany, France, Poland.

6/ People's Republic of the Congo, Sierra Leone, Sudan, Tanzania, United States; Laos, Thailand, Bulgaria, France, Poland.

Women's activities in the sphere of trade are mentioned by 10 countries, 1/ six of them African.

Some of the forms of female participation in rural development described in the replies are highly informative about the activities and position of women in rural areas in various countries. Thus, women take part in social work (Sierra Leone, India, Federal Republic of Germany), cultural activities (dancing and singing in Tanzania, library management and the direction of cultural groups in Poland), religious activities (Greece), "community life" (Madagascar), community services (United States), Municipal Councils (Bulgaria), trade union and professional organizations (Federal Republic of Germany), co-operatives (Colombia, Bulgaria, Poland), and the management and accounting of agricultural enterprises (Czechoslovakia, France, Italy).

According to the replies of Dahomey and Venezuela, none of the activities pursued by women in rural areas represents an important contribution to development.

(b) The education of women and rural development

All countries consider the education of the women whose manifold activities they describe as imperative for rural development.

However, to judge from the majority of the replies specifically referring to this question, the type of education considered to be of primary importance for rural development bears no relation to the diversity of activities pursued by women.

Thus, domestic science is, in different forms of words, the type of education most often cited. 2/ In some instances, the specific mention of some subjects (hygiene, 3/ nutrition, 4/ child-care, 5/ sewing, 6/) fills out the picture of the kind of education regarded as essential for women in rural areas.

The access of rural women to general, primary and sometimes post-primary education seems to be of primary importance in 10 countries. 7/

1/ Dahomey, Gabon, Niger, Nigeria, People's Republic of the Congo, Sierra Leone; Guatemala; Colombia; France, Italy.

2/ Cameroon, Dahomey, Kenya, Madagascar, Niger, Nigeria, Sudan; Guatemala; Paraguay, Venezuela; Ceylon, India, Iran, Iraq, Laos; Italy.

3/ Referred to by the countries which are underlined in the preceding foot-note.

4/ Dahomey, Kenya, Madagascar; Laos; Italy.

5/ Dahomey, Ceylon, India, Iraq.

6/ Ceylon.

7/ Kenya; Guatemala, Colombia; Iraq, Thailand, Czechoslovakia, Federal Republic of Germany, France, Greece, Spain.

According to nine replies, 1/ priority should be given to the promotion of the various types of out-of-school education, from literacy courses to continuing education, to ensure the integration of women into rural development.

In this connexion, technical or vocational training is mentioned in five replies, 2/ while the various kinds of agricultural training are mentioned in only eight replies. 3/ France and Italy report special training for the management of agricultural enterprises.

Sierra Leone and the Federal Republic of Germany believe that the education of women in rural areas should not be considered in isolation from the existing employment possibilities in such areas.

Almost all countries believe that the access of girls and women to education in rural areas encourages the exodus to the towns by setting in train two migratory movements: the first takes place during the schooling period, when girls leave for the towns to enrol in institutions which do not exist in rural areas (the People's Republic of the Congo, for instance, notes that the second cycle of the lycées providing general education, the colleges and lycées providing technical education, the Centre of Higher Education and even the agricultural education section of the Lycée technique are concentrated in urban areas); the second occurs when graduates are looking for a job in keeping with the training they have received. Guatemala states that educational centres are situated in the towns, especially in the capital, and that young woman graduates find professional openings only in the towns, particularly the capital.

Other aspects of the relationship between the access of rural girls and women to education and the exodus from the countryside are brought out by some countries: the individual trend towards mobility is reinforced by education (Nigeria, Canada); the education provided in rural areas is not attuned to the needs of their inhabitants and consequently leads those who receive education to emigrate (Argentina, Republic of Korea); the main reason for the emigration of girls from rural areas is that such areas do not provide employment possibilities and opportunities for applying the knowledge acquired (Dominican Republic).

(c) The employment of women in rural areas

Most of the countries 4/ replying to the inquiry consider that rural women with an education do in fact pursue occupations corresponding to their qualifications. Eight other countries 5/ feel that this is not the case.

1/ Burundi, Madagascar, Nigeria, Sudan; Guatemala; Iraq, Syrian Arab Republic; Federal Republic of Germany, Greece.

2/ Nigeria; Iran, Thailand; Czechoslovakia, Federal Republic of Germany.

3/ Kenya; Argentina, Colombia; Iran, Laos; France, Italy, Malta.

4/ Burundi, Kenya, Madagascar, Niger, Nigeria, Sierra Leone, Sudan, Tanzania; Guatemala, Colombia, Venezuela; Ceylon, India, Iran, Iraq, Jordan, Laos, Republic of Korea, Syrian Arab Republic, Thailand, Turkey; Czechoslovakia, Federal Republic of Germany, Spain, Switzerland.

5/ Dahomey, Gabon, People's Republic of the Congo; Paraguay; Cyprus; France, Greece, Italy.

The employment possibilities offered in rural areas to women who have attended a school or completed their studies are varied and differ in scope from country to country.

In the case of Paraguay and Dahomey, employment possibilities are non-existent:

> "No opportunities are open to women who have attended a school or completed their studies in rural areas. Such women are obliged to move to the urban centres." (Dahomey)

According to Gabon, "apart from the openings offered by the civil service and the private sector (commerce, sometimes industry), in the main towns of administrative districts employment possibilities for women who have completed their studies are practically non-existent".

Ceylon states that "for those who have received vocational training there is no difficulty in finding employment. For those who have received only a general education, employment opportunities are not so bright".

Cyprus and Thailand describe the employment possibilities offered to educated women in rural areas as limited.

The replies of the Republic of Korea, which refer to growing opportunities for educated women to participate in rural development, and of Malta, which states that women in rural areas have the same employment possibilities as women in the towns, paint a brighter picture of the employment prospects of rural women.

The reply of the People's Republic of the Congo describes the situation in detail: "Women who have completed their studies (certificat d'études primaires-Brevet d'études du premier degré) almost invariably emigrate to urban centres in search of employment. Female workers in hospital centres and rural schools are State employees and not always natives of the region. Less well educated women have no chance of obtaining salaried employment."

In most countries 1/ the teaching profession is the main source of employment for educated women in rural areas.

Twenty countries 2/ stated that women in rural areas were employed by health services.

1/ Burundi, Cameroon, Madagascar, Niger, Nigeria, Sierra Leone, Sudan, Tanzania; Dominican Republic, Guatemala, United States; Colombia; India, Iran, Iraq, Jordan, Laos, Syrian Arab Republic, Thailand, Turkey; Bulgaria, Federal Republic of Germany, Greece, Spain, Switzerland.

2/ The countries listed in the preceding foot-note, with the exception of the Dominican Republic, Guatemala, Iraq, Spain, Switzerland and the Syrian Arab Republic and the addition of Poland.

Twelve countries 1/ reported that the skills of educated women were used in rural community leadership and agricultural organizations.

Four European countries 2/ stated that women were employed as specialists (agronomists, zoo technicians) in agricultural development. Four other countries 3/ employ women in the processing of agricultural products or in industries established in rural areas.

Eight countries 4/ reported that rural women were employed in the social services and six countries 5/ stated that they were employed in the civil service.

In the Sudan, India and Iraq, handicrafts provide openings for educated women in rural areas.

In Gabon, Colombia and France some rural women who have attended a school go into business. In the United States, some become saleswomen or waitresses.

In Poland, a number of educated women are employed by cultural centres in rural areas (libraries, institutes, reading rooms and club-cafes) and by post offices.

In Greece, women in rural areas who have attended a school or completed their studies can find employment as dressmakers and hairdressers; there are also a number of openings in the education and health services.

Some of the replies give details about the employment opportunities offered to women in rural areas which were not exploited by them for lack of training.

Thus, there are openings in the medical and social services in Cameroon, India, Jordan and Italy, in the education services in Cameroon, Nigeria, India, Jordan and Italy and in rural community leadership in Cameroon and Argentina.

In France, the tourist services provide opportunities of which rural women fail to take sufficient advantage.

1/ Cameroon, Kenya, Madagascar, Tanzania, Guatemala (bilingual women community leaders (animatrices) who are natives of the area in which they work), Venezuela, India, Iran, Laos; Federal Republic of Germany, France (openings in co-operatives and chambers of agriculture), Poland (posts in rural co-operatives and agricultural or rural housewives' groups).

2/ Bulgaria, Czechoslovakia, Spain, Switzerland.

3/ Nigeria, United States, Federal Republic of Germany, France.

4/ Burundi, Kenya, Sierra Leone, Tanzania; United States; Colombia; India, Federal Republic of Germany.

5/ Burundi, Gabon, Tanzania; Colombia, Thailand; Czechoslovakia.

Two African countries and three Asian countries believe that properly trained rural women could make a valuable contribution in the handicrafts field. 1/

Thailand and Czechoslovakia state that rural women fail to take sufficient advantage of specialized jobs in agriculture, animal husbandry and light industry.

Italy lists the employment opportunities which rural women sometimes fail to take up because they lack proper training: "Health assistants and physiotherapists; nursery school teachers; psycho-pedagogical family advisers; social workers; economic advisers."

Guatemala and the Republic of Korea express regret at the lack of training among rural women.

A number of countries 2/ gave a negative answer to the question on this point in the UNESCO secretariat's questionnaire. However, it is not easy to tell (except in the case of Dahomey) whether such replies should be interpreted as referring to a lack of training among women in rural areas or the non-existence of employment opportunities.

1/ Gabon ("In the handicrafts field - sewing, basket-making, pottery, etc. - there are lucrative professional opportunities which women fail to take up for lack of training and information"), Niger; Iran, Jordan, Syrian Arab Republic.

2/ Dahomey ("There are no opportunities for women in rural areas. Moreover, training is lacking"); Venezuela; Ceylon, Cyprus, Iraq.

IV. EDUCATION IN THE CONTEXT OF RURAL DEVELOPMENT

Rural development is closely linked to the development of education in the areas concerned, for it is through the action of men and women, action which is all the more effective if the men and women in question have received adequate training, that transformations can be made. However, as was recently made clear by regional studies prepared for the World Conference on Agricultural Education and Training, teaching and training systems are in many cases not adapted to the real needs of development; indeed, they have also fallen behind in relation to the primary needs of the entire development process. 1/ It thus seems to be vitally necessary to rethink education in the context of development.

However, care should be taken not to attribute magic powers to education, which is only one element in a complex system. Development problems will not be solved by education alone, since it is "only one of the factors making for changes in the environment. To be effective, its action presupposes that education is integrated in development, and needs to be accompanied in practice by a whole series of measures...: fiscal reform and incomes policy, agrarian reform, the provision of the basic equipment for a road system, etc.". 2/

In the context of equality of access of women to education, the questionnaire from the UNESCO Secretariat reveals how women utilize the educational facilities which are directly related to rural development, namely, functional literacy programmes and the various types of agricultural education and training. It also shows the various measures taken by countries with a view to integrating women in rural areas in development.

1. Functional literacy training

Literacy programmes are in progress in many countries and are often directed at rural areas. Adequate facilities are being provided. Twenty-nine replies 3/ mention the various authorities responsible at the local, regional or national level for literacy programmes or campaigns in rural areas.

1/ World Conference on Agricultural Education and Training, Copenhagen, 1970, FAO-UNESCO-ILO Report RU/AET/70, vol. I.

2/ Education and Development in a Rural Environment, ED/WS/247, Paris, 30 July 1971, p. 12.

3/ Algeria, Burundi, Cameroon, Congo, Gabon, Ivory Coast, Kenya, Madagascar, Niger, Nigeria, Sierra Leone, Tanzania; Dominican Republic, Guatemala, United States; Argentina, Colombia, Paraguay; Ceylon, Cyprus, Iran, Iraq, Jordan, Laos, Syrian Arab Republic, Thailand, Turkey; Greece, Spain.

Twenty-two countries 1/ replied that their programmes provide for functional literacy projects.

"Functional literacy work" should be taken to mean any literacy operation conceived as a component of economic and social development projects.

It is distinct from so-called traditional literacy work in that it is no longer an isolated or distinct operation - let alone an end in itself - but makes it possible to treat the illiterate as an individual in a group context, in relation to a given environment and with a view to development. By its nature, a functional literacy programme is related to precise collective and individual needs: it is "made to measure", differentiated according to the environment and to specific economic and social objectives. 2/

The approach in functional literacy training is selective and intensive, integrating the educational effort into a development project.

Most of the countries mentioned above had expressed the desire to participate in the Experimental World Literacy Programme initiated by the UNESCO General Conference in 1964, which included a number of functional literacy projects that were gradually put into practice starting in 1967.

Thirteen large-scale pilot projects including several sub-projects, as well as a number of small-scale experiments, are currently being carried out under this programme in various countries. Eight of the projects and two experiments involve countries which submitted replies for inclusion in the present report 3/. From the development objectives for each project and the categories of persons to receive literacy training, one can appreciate the importance of the place occupied by rural regions and population in this programme.

In a recent UNESCO document 4/, reviewing the present state of the Experimental World Literacy Programme, we note that a functional literacy project has just been initiated in Niger in the rice-growing area of Tillabery which will involve 15,000 farmers. According to the reply from Niger, this project will be combined with the establishment of credit and co-operation institutions.

The same document states that functional literacy components are included in agricultural and rural development projects in Kenya and Guatemala and that similar projects proposed by planning missions and drawn up with the Governments of Gabon and Iraq are now only awaiting the necessary financing.

1/ Algeria, Congo, Gabon (planned), Kenya, Madagascar, Niger, Nigeria, Sudan, Tanzania; Dominican Republic (planned), Guatemala, Paraguay; Ceylon, Cyprus, Iran, Iraq, Laos, Republic of Korea, Syrian Arab Republic, Thailand, Turkey; Malta.

2/ Functional Literacy, Why and How, UNESCO, 1970, p. 9.

3/ Algeria, India, Iran, Madagascar, Sudan, Syrian Arab Republic, Tanzania, Venezuela· Algeria, Nigeria.

4/ Experimental World Literacy Programme, progress made and present situation, Paris, 6 July 1971, ED-71/CONF.43/4.

Some of the replies to the questionnaire give additional details on the status of projects or their objectives.

In the Congo, the functional literacy programmes "have not yet been developed to the point where they can provide teaching integrated in the country's economic and social development plan. In enterprises which already provide literacy training, the programmes are designed to improve output".

Laos stated that it has "programmes designed to give professional and technical training to farmers for extracting the greatest benefit from their land by the introduction of the double-cropping system based on irrigation. Programme content stresses the development of agriculture and husbandry, the organization of production, and health and nutritional problems".

In Tanzania, where agriculture is regarded as the basis of development and literacy training for adults is given priority in efforts to broaden education, the objectives of functional literacy work extend beyond the bounds of the projects themselves: the purpose of functional literacy work is to enable the country to implement its policy of independence and to help the people to live better.

Given the current state of our documentation, we cannot tell to what extent women benefit from these projects. However, one may assume that they are affected by the programmes aimed at agricultural workers.

In answer to the questionnaire from the UNESCO Secretariat asking whether there were any literacy programmes intended solely for women, nine countries 1/ replied in the affirmative and 21 other countries 2/ in the negative. There is, however, a lack of details about these programmes.

It is none the less true that the knowledge acquired by women who have received literacy training in mixed or special classes has an influence on the community. New attitudes are created, since some of the conditions necessary for rural development are brought together in this way. "Literacy can change the whole work procedure and psychology of the farmer as regards the use of new techniques, innovations, saving, use of credit, etc. It can also greatly help the woman in her home. All these values, however, attached to literacy usually only come into operation when the other factors which play a key role in development are also there: e.g. it is useless for a farmer to be credit-minded unless there are credit institutions, or to be capable of exercising tenancy rights if there has not been land reform or to know how to plant new seed unless it is available for purchase. 3/

1/ Kenya, Madagascar, Niger, Nigeria, Sudan; Guatemala; Iraq, Malta, Turkey.

2/ Congo, Sierra Leone, Tanzania; Dominican Republic, United States; Argentina, Colombia, Paraguay; Cyprus, Iran, Jordan, Laos, Republic of Korea, Syrian Arab Republic, Thailand; Czechoslovakia, Finland, Greece.

3/ H.M. Phillips, Literacy and Development, UNESCO, Paris, 1970, p. 51.

Among the other factors in rural development, particular importance has been attached to agricultural education and training.

2. Agricultural education and training

(a) The present situation

The first World Conference on Agricultural Education and Training, which met at Copenhagen in the summer of 1970, was the occasion for a particularly valuable exchange of experience on the problems which arise in this field.

Particular stress was laid on the importance of agricultural education as one of the conditions for the development of rural communities. The need to adapt education at all levels to the requirements of rural development as part of a general reform of education was emphasized and discussed in its most important aspect.

> "Agricultural education must cease to be the poor relation of education as a whole. To do so, it must emerge from its isolation. Instead of going separate ways, knowing nothing of one another, general education and technical agricultural education must draw closer together and lend each other support at every level. And agricultural education must have a share in the great movement for the regeneration of education as a whole which is at present developing almost everywhere in the world. Of all branches of education, it is the one with most to gain from this movement - although the day may well come when it will have most to contribute to it. For, in spite of its complexity, the general trend of this movement of regeneration is already clear: it is the building of a new educational structure combining in a single system the new forms of school and university, general and technical education and activities concerned with occupational refresher training, intellectual improvement and the promotion of cultural pursuits in such a way as to ensure that all have fair opportunities of life-long education. This, as I see it, is the more or less immediate future of education. And this is also, I am sure, the great chance for the rural world, which can be roused from its stagnation, rescued from the neglect in which it has lain, and liberated from the shackles that restrain it, only by education of this type." 1/

While they did not overlook the progress and the efforts made in the sphere of agricultural education, the speakers stressed the grave inadequacies in this field and the great amount of work which countries would have to carry out to make the best use of human resources in rural regions and to adapt education to development and ensure the progress of the rural community.

In addition, the reports submitted to the Conference on the questions relating to the various levels of agricultural education and training, together with the

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1/ René Mahen: opening address, World Conference on Agricultural Educatic and Training, ibid., vol. I.

regional studies, enable us to identify the various forms taken by those questions in several countries as a result of their specific conditions and needs as well as the inequality of their resources.

It is true that the need was recognized for a different approach by each country and for appropriate solutions. However, the Conference brought out the main points of concern and the trends which are emerging in dealing with the inadequacies noted: vocational training for agricultural workers, pre-vocational training for young people at the primary and secondary school level, training of teachers and professional staff, agricultural extension services and rural animation, creation of specialized bodies to promote education in the light of development needs, extension and diversification of post-secondary and higher agricultural education, the founding of institutions to undertake the integrated functions of education, research and provision of extension services are all goals which the countries participating in the Conference set themselves.

The need for efforts specially directed at promoting the training of country women became particularly evident during the discussions at the Conference. Specialist studies had already alerted international development bodies to this problem some years ago: "... given the role of women in agricultural operations, it is also essential that they should be given an education bearing upon the problems of rural development and be fully awakened to the important part which they can play in that development". 1/

We shall attempt to determine, as far as possible, the extent of the participation by girls and women in education and agricultural training, as revealed by the replies received from countries and by our own supplementary documentation.

(b) Participation of women

There were only 17 replies 2/ which supplied concrete data on the access of girls and women to agricultural education, although those data are neither complete nor comparable.

Three of the above replies briefly outline a negative picture: Jordan replied that it did not provide agricultural education; Guatemala stated that there was no participation by girls and women in agricultural education; Paraguay said that, although there was no legal barrier to the access of women to agricultural education, there was no establishment capable of accepting them at the primary or secondary level.

Information taken from UNESCO documents revealed the place occupied by women in agricultural education at various levels in a number of countries.

1/ L. Malassis, Economic Development and the Programming of Rural Education, UNESCO, 1966.

2/ Cameroon; Guatemala, United States; Paraguay, Venezuela; Iran, Iraq, Jordan, Republic of Korea, Turkey; Czechoslovakia, Federal Republic of Germany, France, Greece, Poland, Spain, Switzerland.

There is a particular lack of documentation concerning the elementary level of agricultural training, which sometimes coincides with adult education. None the less, we found 80 women among a total of 200 persons in schools of agriculture in Ceylon in 1968-1969, while there were none in similar institutions in Iran and Thailand which in 1969-1970 had 150 and 99 students respectively. 1/

Poland stated that: "There are at present in Poland approximately 2,000 agricultural training schools with a total of 67,297 pupils, of whom 50,000 are women. These schools provide a two-year course. They are open to young people who live in the immediate vicinity and assist to a large extent in keeping young people in the rural environment; they also play an important role in improving agricultural working methods. Graduates of these establishments can continue their studies in agricultural secondary schools or in general high schools for workers."

The United States replied that the proportion of women in agricultural education is minimal: 0.7 per cent of the total number of students in 1969. We have, however, no details on the level of education to which these figures refer.

With regard to secondary agricultural education, it can be seen that the number of girl students is limited except in the case of short training courses in France (where there is a striking difference between the number of female students in agricultural collèges and lycées) and of schools in Costa Rica.

Iraq replied that "although agricultural education has been made accessible to both sexes, girls and women do not enter agricultural secondary schools".

In Poland there are mixed agricultural secondary schools with boarding facilities. They are mainly situated in large rural centres and provide education at a level equivalent to that of secondary education.

Cameroon quoted a figure of 11 girls out of an over-all total of 439 pupils in all types of agricultural training, including higher-level training, in 1970-1971.

The Federal Republic of Germany provided separate statistics for the different types of agricultural education received by women. The percentages of women students ranged from 1 per cent (agriculture, viticulture, pig farming) to 100 per cent (plant protection aides) in student bodies of varying size and, probably, for training at different levels. As the total numbers of students of agriculture are not mentioned in the reply, it is impossible to see to what extent equality of access of women to this type of education has been achieved.

In any event, secondary agricultural education is only a very small part of the total secondary technical education effort in the four countries out of the five (the exception again being Costa Rica) for which we have comparative figures.

1/ For all three countries see Agricultural Education in Asia, UNESCO, 1971.

In the report of the Chief Rapporteur to the Copenhagen Conference 1/ we read: "Most systems of technical and professional training have failed to appreciate the importance of the social, economic and cultural implications of change in rural societies and institutional structures. A grave deficiency in both agricultural education systems as well as in the rural services of many countries is that little, if any, account has so far been taken of the place and potential of rural women in the whole process of development."

Very little information was given in the replies received with regard to numbers of students by sex in higher agricultural educational establishments.

Paraguay, without indicating the year, quoted a figure of 18 women as against 204 men in the School of Agronomy.

In its reply, France mentioned that in 1970 the percentages of girls in short-term and long-term higher agricultural education were 7.5 and 12 respectively.

The reply from the Federal Republic of Germany provided, as in the case of agricultural secondary schools, figures and percentages relating to the participation of women in various sections or types of higher agricultural education in 1970: 14 women, representing 1 per cent of the total number of students in the 13 schools for agricultural engineers; 6.7 per cent of women among the students of agriculture at university level.

Iraq stated that there were 27 girls at the Agricultural College of the University of Baghdad and three girls at the Agricultural and Veterinary College of the University of Mosul.

Nevertheless, we were able to establish for most countries the proportion of girls in the entire student body and among agricultural students, as well as the proportion of agricultural students in the total number of students. 2/

1/ World Conference, ibid., vol. I.

2/ Those African countries which do not report any students in higher agricultural education are served by regional establishments in neighbouring countries.

Distribution of countries according to percentage of girls among agricultural students

Member State or associate member	Percentage of girls				
	less than 5%	5-10%	10-15%	15-20%	20+%
AFRICA	Burundi Cameroon Sierra Leone Sudan	Nigeria	Algeria Madagascar		
NORTH AMERICA	Costa Rica Guatemala	Canada			Cuba Dominican Republic
SOUTH AMERICA	Colombia	Venezuela	Argentina Paraguay		
ASIA	Cyprus India Iraq Jordan	Iran Republic of Korea Syrian Arab Republic Turkey	Ceylon		Thailand
EUROPE	Greece Italy Spain	Denmark Norway Switzerland	United Kingdom/ Northern Ireland United Kingdom/ Scotland	Netherlands United Kingdom/ England and Wales	Bulgaria Czechoslovakia Federal Republic of Germany Finland Poland

The country with the highest percentage of women among agricultural students is Bulgaria with 46.7 per cent; it is followed by Poland (38.3 per cent), Finland (30 per cent) and Czechoslovakia (26.8 per cent); the next four countries in decreasing order of female participation, Cuba, Thailand, the Federal Republic of Germany and the Dominican Republic, have one female student for every four male students in higher agricultural education.

/...

The above table illustrates the distribution of countries according to the percentage of girls among agricultural students.

Two points emerge clearly: the limited nature of participation by girls in higher agricultural education and the fact that this low participation seems to be relatively independent of the level of development of the countries concerned.

The commission which studied higher agricultural education for the World Conference at Copenhagen sought to alert the participants to the consequences of this failure to utilize the potential represented by women: "It was unanimously agreed that women play a key role in rural development, and the fact that female education had received scant attention in agricultural education systems was deprecated. Some universities had developed courses in home economics, but much greater attention must be given to the training of women who will be employed in the extension work, community development work, the processing industries, administration, nutrition and home economics, and in teaching. The Commission recognized that a vast reservoir of untapped talent existed in the female population of developing countries and that agricultural education must play a leading part in the release of this potential if women were to play a full role in rural development." 1/

3. Policies for the advancement of women

Awareness of the condition of rural women in relation to their contribution to development has prompted various countries to take concrete measures both to promote the access of girls and women in rural areas to education and to facilitate the integration of that education into the rural development process.

(a) Measures taken to facilitate the access of girls and women to education in rural areas

A number of countries 2/ replied that girls in rural areas have equal access to education and that, as a result, there was no need for special measures to be taken in this regard:

> "At the institutional level there are no de facto or de jure barriers to the admission of women to education." (Congo)
>
> "The law concerning general organization of education in Gabon (No. 16/66 of 9 August 1966) provides in article 4 that 'equality of opportunity for both sexes... shall be guaranteed by the State'. This provision of the law is applied strictly throughout the country, and educational establishments admit non-boarding pupils of both sexes without distinction." (Gabon)

1/ World Conference, ibid., vol. I.

2/ Burundi, Cameroon, Congo, Gabon, Nigeria, Sudan, Tanzania; Canada, Guatemala; Argentina, Paraguay; Laos, Syrian Arab Republic, Thailand, Turkey; Czechoslovakia, Greece, Malta, Poland, Switzerland.

"The facilities available are open to country girls and women as they are to their urban counterparts." (Tanzania)

"Programmes are intended for all students - according to their interests - and we are aware of none directed to country women in particular." (Canada)

"Facilities in urban and rural areas are identical." (Malta)

"In rural areas, girls are increasingly treated on an equal footing with boys. In central Switzerland, for example, they are admitted as day pupils to Catholic establishments which have heretofore been reserved for boys." (Switzerland)

"The creation of a network of eight-year primary schools open to all children; full implementation of the obligation to provide education through the creation of a system of special schools for retarded and disabled students and of schools for workers; the introduction of individual teaching in the pupil's home, financed by the State." (Poland)

Several of these countries stressed that schooling is compulsory, which equalizes opportunities as between sexes and regions.

The expansion of the school network 1/ and particularly of girls' boarding schools 2/ has facilitated the access of girls to education in rural areas in some countries. Gabon stated that there are all-girls boarding schools in the large urban centres and in some of the main regional towns but that their numbers are insufficient.

The scholarship system is used to promote the education of country girls in India (where school uniforms, canteen services and books are also provided free) and in France ("larger scholarships for young people from rural renewal areas"). France has also expanded its school bus service.

Some countries 3/ organize various types of socio-cultural animation, social centres and literacy courses for country women.

In the United States, Iraq and France, great importance is attached to the dissemination of information on the career opportunities open to girls from rural areas.

1/ Cameroon, Gabon, Kenya (plan to construct girls' boarding schools in rural areas), Niger, Sudan; Cyprus, India, Iran, Iraq, Jordan, Laos, Turkey; Bulgaria, France, Italy, Poland.

2/ In the countries underlined in the preceding foot-note.

3/ Burundi, Ivory Coast, Niger; Iran, Iraq; Greece, Italy.

In Nigeria and the Federal Republic of Germany, a special effort is directed at parents in rural areas, firstly to persuade them to send their daughters to school and, secondly, to improve their relations with the school.

The problem of the lack of teaching staff, especially female staff, in rural areas has attracted the attention of the authorities in some countries. In Guatemala, for example, when two posts are available in a rural school an attempt is made to appoint one man and one woman; in India, female teachers have been employed in larger numbers and measures have been taken to provide them with housing and a special allowance; material incentives for female teachers working in rural areas have been developed in Jordan.

Some countries have taken legislative measures or have created bodies or institutions to promote the access of women to education, but they do not always specify in their replies the extent to which these measures affect country women:

Burundi refers to the establishment of an official department for out-of-school education for women and of an office for home economics and social education.

India mentions a campaign carried on by the National Council for the Education of Women as well as a project in that field which is now under study.

The reply from Spain refers to the law of July 1970 and to its additional provisions.

Switzerland replies that the following measures have been taken:

" - Introduction of vocational examinations in the various sectors of activity of country women.

" - Creation of a Girls' Education Commission by the Conference of Cantonal Directors of Education. This Commission has studied ways of affording girls the same educational opportunities as boys.

" - At the local level: the enactment of cantonal laws to permit the implementation of measures envisaged or decided upon at the national level".

Some countries have taken special measures to facilitate the access of country girls to education. Thus, in Kenya the standards for admission to secondary schools are lower for girls than for boys; in the Sudan, efforts are being made to accelerate the school enrolment of girls to bring it up to that of boys; in Venezuela, girls from a rural environment are being given priority in the selection process for admission to the Schools for Home Demonstrators; Poland mentions the creation of a sufficient number "of places in post-primary schools for all pupils who complete the eight-year primary school course; the introduction, in some regions, of compulsory vocational education; the creation, in the rural centres, of branches of schools of agriculture and of general and vocational secondary schools for adults".

(b) Measures taken to facilitate the integration of the education of country girls and women in the rural development process

Twenty-eight countries 1/ provide information on this point. Five other countries 2/ replied that they have taken no measures in this regard or that none are necessary.

Some countries are making efforts aimed at adapting the education they provide to the realities of rural life:

The reply from Cameroon mentions reforms of primary education curricula and the development of domestic science training; various courses in domestic economy, housekeeping or hygiene have been introduced into school curricula in Nigeria, the Sudan and India; in Gabon, "the national educational system has created, at the primary school level, domestic science centres and, parallel with the first stage of secondary education, domestic science schools"; the general education curricula in Sierra Leone include initiation courses in rural activities; the reply from Jordan mentions the establishment of a Vocational Training Institute for Women; the United States mentions vocational refresher courses for women; the reply from Ceylon speaks of courses in agriculture and animal husbandry.

In a number of replies, reference is made to various types of out-of-school education and of rural animation:

The organization of Social Centres in Burundi; the recent establishment of Rural Girls' Clubs in Dahomey; the setting up in each village in Gabon of Women's Centres which provide elementary socio-economic and cultural training; the activities of the National Organizaton for Women in Tanzania; social centres providing information and guidance to country women in Iraq; development of the Girls' Education Corps in Iran; the activities of female rural advisers in Laos; literacy programmes in Tanzania, Iraq, Jordan and Thailand; rural centres in Spain; groups for agricultural extension activities in France; training in handicrafts given to women in the Sudan and Ceylon. Niger and Greece also mentioned the participation of country women in out-of-school educational programmes. The Federal Republic of Germany gives financial support to women's organizations and to the Rural Youth Organizations.

Some replies provide precise details on the efforts being made to integrate country girls and women in the development process:

The Ivory Coast has established a National Office of Rural Advancement; Kenya has drawn up rural development projects applying equally to men and women; the Republic of Korea mentions educational measures adopted by the orientation services of the Rural Development Office; according to the reply from Turkey, out-of-school courses of varying types have been adapted to the particular requirements of rural

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1/ Burundi, Cameroon, Dahomey, Gabon, Ivory Coast, Kenya, Niger, Nigeria, Sierra Leone, Sudan, Tanzania; United States; Argentina: Ceylon, India, Iran, Iraq, Jordan, Laos, Republic of Korea, Syrian Arab Republic, Thailand, Turkey; Federal Republic of Germany, France, Greece, Italy, Spain.

2/ Colombia, Paraguay, Venezuela; Bulgaria; Falkland Islands.

communities. Local resources are utilized and new methods are sought to ensure that the best possible advantage is taken of them; Guatemala lists several programmes designed to integrate girls and women into the rural development process; the Federal Republic of Germany mentions the financing of seminars for women on rural development, and Poland refers to the recent creation of an Institute for Rural Development and Agriculture whose aim is to co-ordinate research into the social transformations occurring in the rural environment.

CONCLUSION

The survey by the UNESCO secretariat has produced a good deal of information on the access of girls and women to education in the context of rural development.

The rural condition is generally seen, by both men and women, as an inferior status which weighs on their existence and on that of their children, whether it be in the developing or the industrialized countries: "Here it is a drudgery and toil increasingly carried out through cybernetics, computers and the machine. There it is still the age-old long daily toil carried out by the muscles of man and upon the back of his woman". 1/

In the rural environment, distances, the insufficient number of schools, incomplete primary schooling, oversized classes and ill-trained teachers tend to establish a de facto discrepancy with the towns.

Faced with such disadvantages, the rural population often chooses flight as the solution to its problems. Thus, the most dynamic among the rural inhabitants turn towards the towns in an ever-growing migration which deprives the regions concerned of their best people and hampers the progress of the very rural development which would tend to reduce the existing inequalities.

In addition to her basic role as organizer of family life, as woman in the home and as teacher of her children, a woman's work is, in many developing countries (as was emphasized by the World Conference on Agricultural Education and Training at Copenhagen in 1970), of major importance for the economic development of the community. A not inconsiderable number of women perform agricultural labour in many developing countries. Seventy per cent of the illiterates in the world are women, and the percentage is still higher in the rural areas. The situation is often made worse by social, family and economic traditions.

Women who do not enjoy the same advantages in the field of education as men, are thus the victims in rural areas of twofold discrimination: the effects of inequality of access are aggravated by the inequalities inherent in the school system. Development needs should give a more prominent place to women in employment.

Since the contribution of women to rural development is thus generally recognized as important and the need for qualified professional staff in rural areas for the purposes of the socio-economic changes already undertaken or planned is widely apparent, it is astonishing to see in the replies to the questionnaire received by the secretariat that the types of training considered desirable for rural women are related above all to their image as wife and mother and far less to their role in the processes of production. Indeed, the extent

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1/ World Conference, ibid., vol. I.

to which girls and women participate in agricultural education and training is, in most countries, alarmingly low and is, moreover, rarely assessed since studies on the subject generally pass over in silence the role of women in this type of education.

It is to be hoped that this contradiction, which has already been revealed by the work of the World Conference on Agricultural Education and Training at Copenhagen, will give rise in the various countries and in international organizations to concrete, special measures designed to afford rural women the same opportunity for education and advancement as their male counterparts.

Countries should face up to certain problems; for example, universal ruralization of curricula is not desirable since it would mean the deliberate imposition of a prejudicial orientation on the education offered in the rural environment. An integrated system would enable all subjects to be included by basing them on the actual phenomena and presenting them within the true context of community life.

An increase in female school enrolment, equal access of girls and women to education, diversification of curricula, orientation not only towards the service sector but also towards agriculture, industry and the exact and natural sciences and, in general, access to all those types of education and training which have heretofore been reserved for men, the training of more fully qualified teaching staff - those are the main goals to be achieved in this field.

That will not be possible until prejudices have been abolished and until due weight has been given both in minds and in laws, and also in practice, to the principle of equal rights and opportunities.

Planners must collaborate with research workers and those responsible for education to determine the procedures, methods and successive stages in the process of achieving democratization of education and equality of access in the urban and rural environment alike.

ANNEX I

Country .....

QUESTIONNAIRE ON THE ACCESS OF GIRLS AND WOMEN TO EDUCATION IN THE CONTEXT OF RURAL DEVELOPMENT

Purpose of the inquiry

By way of beginning the execution of the long-term programme for equality of access of girls and women to education, science and culture, approved by the General Conference during its fourteenth session, the Unesco Secretariat is embarking on studies of a number of priority questions. Rural development is one of the urgent problems arising in many parts of the world more particularly in the developing countries. One of the essential pre-conditions for rural development is education open to women on the same footing as to men. In many cases, however, the girls and women of rural areas still come up against discrimination in this respect. One of its consequences is a retardation, often considerable, of their education whose level is often lower than that of the men. Yet it is widely recognized that women play an important and sometimes decisive part in rural activities. From this angle every effort to improve their access to education is of particular importance.

The aim of the present inquiry is to gather the information necessary for a better knowledge of the state of women's education as a function of rural development, and hence of the rôle it does or might play in such development. Further, this comparative study is to be submitted to the United Nations Commission on the Status of Women at its 24th session.

Method of answering the questionnaire

As far as possible it is desirable to use the questionnaire form, checking the appropriate box or using the blank lines provided for the purpose. Should the space provided be inadequate, additional pages may be annexed to the reply.

In so far as the information requested has already been supplied to Unesco in other forms, in connexion with other programme activities, or already appears in United Nations documents, it will suffice to quote the reference numbers of the relevant documents.

Four copies of the questionnaire are being transmitted to each Member State. Further copies can be made available to them on request.

The Secretariat will utilize those replies received, *in two copies*, before 1 September 1971.

Replies should be sent to the Department of the Advancement of Education, Unesco, Place de Fontenoy, Paris 7e, France.

Country .....

QUESTIONNAIRE

I. GENERAL

1. What is the current definition in your country of the notion of "rural regions"?

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.....

On what criteria was this definition established, for example, demographic, administrative, social, economic, other . . .

.....

.....

.....

2. Does the flight of the rural population towards the towns constitute a serious obstacle to rural development in your country? Yes ☐ No ☐

If so, please state why it represents an impediment to rural development:

.....

.....

.....

.....

Are more women than men involved in this exodus? Yes ☐ No ☐

Please state the reasons why girls and women leave the country for the towns:

(a) .....

(b) .....

(c) .....

(d) .....

(e) .....

What are the main reasons for this exodus?

.....

.....

.....

.....

Have you noticed an increase in the flight from the countryside during recent years? Yes ☐ No ☐

.....

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.....

.....

Country .....

Please give details:

3. Do you belive that the town-ward flight of women from the country areas is encouraged or impeded by the access of girls and women to education? Yes ☐ No ☐

   Is this exodus encouraged or discouraged by the access of girls and women to certain types of education? Please state which types of education.

II. EDUCATION

4. Please supply, if available, the most recent data on the access of girls and women to the various stages and types of education in rural areas (number of educational establishments and distribution of pupils).

5. Please supply the most recent data available on the access of girls and women to the various types of out-of-school educational activities in rural areas (number and distribution of courses or groups and of participants for each type of activity[1]).

6. Please give the most recent data concerning the access of girls and women to agricultural education (number of establishments, educational level on admission, length of studies, number and distribution of students).

7. Is the number of illiterate women much higher in rural areas than in urban areas? Yes ☐ No ☐

   Please attach any reports or studies carried out in your country on this subject

8. What are the literacy services responsible for the literacy programmes or campaigns in rural areas,

   at local level:

   at regional level:

   at national level

   Do the literacy programmes provide for functional literacy projects? Yes ☐ No ☐

1. Examples of types of activity: community leadership, literacy courses, intensive vocational training courses, cultural centres, co-operatives, etc.

/...

Country .....

Please describe the functional literacy programmes of your country.

Are there any literacy programmes intended solely for women? Yes ☐ No ☐

9. State the reasons for drop-outs by girls in rural areas:

(a)

(b)

(c)

(d)

(e)

What are the principal reasons for such drop-outs?

Are drop-out cases more frequent in rural areas than in urban areas? Yes ☐ No ☐

Do girls drop out of school more frequently than boys? Yes ☐ No ☐

10. Is the educational system of the rural areas different from that of the urban areas? Yes ☐ No ☐

If so, please state if these differences relate to:

- the structure of schooling Yes ☐ No ☐

  Please give details:

- the content of the curricula Yes ☐ No ☐

  Please give details:

- the quality of the teaching provided Yes ☐ No ☐

  Please give details:

- material facilities: Yes ☐ No ☐

  Please give details:

/...

Country .....

11. Do the general education curricula include an introduction to rural activities? Yes ☐ No ☐

What are the subjects taught for this purpose?

What are the programmes specifically intended as an introduction to rural activities for girls?

12. Among the difficulties which country girls and women may encounter in getting education, please indicate those which affect women in particular:

- lack of schools and boarding facilities . . . . . ☐
- cost of studies . . . . . ☐
- distances . . . . . ☐
- work outside the school . . . . . ☐
- social and cultural factors . . . . . ☐
- lack of information and guidance . . . . . ☐
- other factors . . . . . ☐

Please list those you consider to be the most important:

13. Please state the measures taken to facilitate the access of country girls and women to education

at national level:

at local level:

Country .....

III. DEVELOPMENT

14. What are the factors considered essential for rural development in your country? (e.g.: augmentation of agricultural production, modernization of rural life, creation of new jobs in rural areas, training of qualified rural supervisory grades, literacy training, rural education, expansion of school enrolments, transformation of social and cultural attitudes, expansion of non-agricultural sectors, etc.)

15. Do you consider the education of women as imperative for rural development? Yes ☐ No ☐

Which type of women's education is in your view of primary importance for rural development?

Please state the measures taken to facilitate the integration of girls' and women's education with the processes of rural development:

16. Please state the different activities, productive or otherwise, pursued by women in rural areas

List those which represent important contributions to economic and social development

17. Please indicate the employment possibilities in rural areas offered to women who have attended school or completed their studies:

Country .....

	Yes	No
Do these women in fact, pursue occupations corresponding to their qualifications?	☐	☐

Please indicate also the employment opportunities offered to women in rural areas which are not exploited by them for lack of proper training:

IV. DOCUMENTATION

18. Please cite (titles, references, bibliography) the studies or inquiries carried out on the education of women in the context of rural development and, if possible, provide the Secretariat of Unesco with two copies of each report or publication.

ANNEX II

STUDY ON THE EQUALITY OF ACCESS OF GIRLS AND WOMEN TO EDUCATION IN THE CONTEXT OF RURAL DEVELOPMENT

Summary of replies from non-governmental organizations in consultative relations with UNESCO

INTRODUCTION

Questionnaire EDV/30/71/28, addressed to Member States, was sent to non-governmental organizations for information. The Standing Committee of the Conference of Non-Governmental Organizations decided to ask a number of interested non-governmental organizations to participate in this inquiry and to provide it with such information as they had available. Mrs. Troigros, Vice-Chairman of the Standing Committee, assumed responsibility for analysing the replies obtained and preparing a summary report to be annexed to that drawn up by the UNESCO secretariat for submission to the Commission on the Status of Women at its twenty-fourth session.

The summary is based on replies from the following non-governmental organizations:

- Associated Country Women of the World
- International Council of Women
- International Council on Social Welfare
- International Federation of Free Teachers' Unions
- International Planned Parenthood Federation
- International Union of Family Organizations
- Pan Pacific and South-East Asia Women's Association
- Women's International Democratic Federation
- World Association of Girl Guides and Girl Scouts
- World Confederation of Labour
- World Federation of Trade Unions
- World Young Women's Christian Associations

SUMMARY OF REPLIES

The concept of "rural areas" is in most cases understood to refer to areas with a small, scattered population, far from large centres and mainly, if not exclusively, engaged in agricultural activities.

The criteria for this definition most often mentioned are demographic, economic, social and, by extension, administrative.

With regard to the exodus from the countryside, the replies consistently state that it is the consequence of underdevelopment and of the imbalance which exists between living conditions in even partially industrialized urban sectors and conditions in rural areas, which are constantly left behind.

In many cases, we are told that women do not leave rural areas in greater numbers than men and that, when they do so, it is usually for the same reasons; however, for some women marriage is one of the main reasons for leaving.

It would seem that in some developing countries the very form of the family farming system and village life creates cultural and social ties which minimize the lure of the town, although this is not always the case with the agricultural population in developed countries.

None the less, the exodus from the countryside continues; some reports indicate that the rate seems to be declining in very poor regions, but that is because most of the men and women forced to consider such a step have already taken it in earlier years.

It seems, moreover, that the rural way of life is accepted rather than chosen: that is why in many cases the flight from the countryside is prompted by the possibility of undertaking general or vocational studies; the departure of boys and girls increases the demographic imbalance and further deprives rural areas of their vital forces. The limited number of employment opportunities, especially for women, the need for independence in order to earn a living and the search for a measure of employment security, for a better level of living, and for social and cultural opportunities are the reasons behind the successive departures.

Rural development, in the community sense, should lead to the improvement of living conditions in rural areas and to the disappearance of serfdom, which still exists in certain parts of the world. The replies emphasize strongly that the aim of rural development should be to ensure the full development of the men and women concerned, and their participation in the decision-making process, and that it should not be seen exclusively in the context of economic development, in the mere sense of an increase in export crops.

Through the establishment of the necessary infrastructure, rural development should create new employment opportunities on the spot by developing in particular social, health and cultural facilities, handicrafts, small businesses and jobs of particular interest to young men and girls.

Rural development implies the education of the agricultural population in order to improve organization, to promote understanding of the benefits of technology and to develop management, marketing and co-operative activities.

In all the replies, it is clearly stated that the education of women, just as much as that of men, is an essential precondition for rural development.

Women contribute as much as men to the life of rural areas. Apart from the domestic and family tasks for which she alone is frequently responsible, it is more often than not the woman who produces the food-crops and tends the animals needed to keep the family alive; she helps with agricultural labour or takes on additional paid work, for example, on large plantations. The latter type of work is most frequently seasonal for most of the women involved.

The obstacles which we are told girls and women encounter in rural areas are, in the first instance, persistent traditional social and cultural factors, which are closely linked to the work the women are expected to do outside the school.

The percentage of illiteracy among women, which at the world level is larger than the corresponding percentage for men, is particularly so in rural areas, especially in developing countries.

The replies stress that, independently of the action taken by States to overcome this obstacle to the effective integration of women in society, great efforts have been made, despite often modest means, as the result of private initiatives: in this way, organizations, trade union associations, and so on, help to offset the inadequacies of States.

It is stressed that functional literacy programmes must be designed for both men and women in the light of their upbringing. Although in certain cases, the material used must at the outset employ images which are closer to the centres of interest of women, the basic methods must be the same for both men and women.

The replies speak constantly of the need to adapt school curricula to the realities of rural life. Curricula are too often oriented exclusively towards life in the urban environment. The difficulty of finding qualified teachers is also mentioned; in fact, lack of adaptability in education is emphasized in a large majority of the replies.

In addition, women object to the fact that education for girls is most often oriented solely toward the roles in which it is intended to keep them, thereby discouraging and cancelling out educational motivation, and, hence, hampering and delaying the participation of girls in social, economic and political life.

Geographical problems, such as the lack of communications between regions, reveal the need for schools, for centres for training in rural activities and for vocational agricultural centres, as well as the need for boarding establishments.

Mention is made of the existence of family agricultural schools where an alternation between school and work is fully accepted. This facilitates the participation of women and avoids dividing up the family and the various vocational tasks in the rural environment. Child-minding is also mentioned as a method and a service to be organized.

Where agricultural education centres for girls exist - a somewhat rare occurrence - it is specified that they are very ill-equipped. To counter discrimination and move towards co-ordination of facilities to ensure more rational utilization, agricultural education centres should be designed for mixed use, by both girls and boys.

Rural development demands knowledge of agricultural technology, which must be understood by both men and women, through the same process of instruction. Except for a limited number of countries where women play a part in the technical professions related to agriculture, this is not yet the case.

To this end, it is requested that the technical assistance offered by UNESCO and the various United Nations institutions take this into account and that everything possible be done to ensure that women receive instruction in agricultural technology.

In conclusion, the following points are clear in all the replies:

- The desire of women to gain recognition for their contribution to rural life;

- The imperative need for them to collaborate with men in all activities affecting rural areas;

- The need for humane, just training, excluding the concept of woman's submission to man and the restrictive idea that a woman's place is in the home;

- The need for training which will provide both men and women with the means to shoulder the responsibility for development of rural areas, with the prime aim of bringing about human contacts, and the full social, economic and cultural development of the individual.